
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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Vocational Guidance

As It Is Being Developed in the High Schools of Commerce in Toronto

An Address delivered before the Canadian Gregg Association, Toronto, April 11, 1931

By W. F. Gregory, B. A.

Western High School of Commerce, Toronto, Ontario, Canada

SERVICE is being asked for and offered to a greater extent today than ever before. Just as business is offering new forms of service, so is the school—which may be said to be one big Service Department.

Some of the developing forms of service to our students are (1) to assist them in discovering their aptitudes for some occupation in the world; (2) to supply them with information about the range of occupations from which they will probably make a selection; (3) to advise them regarding the best way of preparing themselves for the selected occupation; and (4) to assist them in entering and progressing in the chosen line of work.

All this is summed up in the following meaning given to the term Vocational Guidance: "The giving of information, experience, and

good counsel in regard to choosing an occupation, preparing for it, entering it, and progressing in it."

This is a great undertaking, and as such, it must be carefully developed. The process will take time.

It is only since September, 1929, that Vocational Guidance has been carried on in the High Schools of Commerce in Toronto. At that time, provision was made that two teachers in each should be Vocational Advisers, and that each one should devote an afternoon a week to the work. In making a review of this work of Vocational Guidance, I shall deal with three phases:

1. *Coördination*, or the bringing of the school and business into a closer friendship, or relationship, in which each has a clearer understanding of the work

and problems of the other; so that the business man may tell the educationist what sort of human material he wishes, and so that the educationist may do his best to develop the kind of boy and girl best fitted to discharge the duties and responsibilities found in business.

2. *Guidance*, or the assisting of the student in one way or another along educational and vocational lines.

3. *Placement*, or the obtaining of the right employee for each employer.

Under the heading *Coördination*, there are the following activities:

1. *Addresses to Business Men's and Women's Associations*.—Here is a good opportunity to give information regarding the courses and standards of work in the school, and to relate more closely the objectives of the school and the requirements of business.

2. *Addresses by Business Men and Women to Students*.—Through these addresses on business and vocational subjects, students are stimulated to give more serious thought to their preparation for the future, and to their choice of a vocation.

Old boys and girls of the school, or other successful young people, have had an important place on our programs.

3. *Interviews with Executives of Business Firms*.—(1) To become familiar with the character of the business, the opportunities for employees, the staff requirements, etc. (2) To inform them regarding the courses (day and night), and the standards of work in the school. (3) To discuss the qualifications required of their employees, (a) Academic Standards. (b) Personal Traits. (4) To seek employment for our students, and show how they measure up to requirements. (5) To find out what deficiencies have been discovered in employees:

(a) They require more training in business letter writing, punctuation, and spelling.

(b) They should be able to edit letters.

(c) They should be more accurate.

(d) They should be able to concentrate.

(e) They should be able to accept responsibility, and not require supervision and repeated instructions.

(f) They should look upon their positions as a privilege and opportunity, and a chance for service and self-development.

(Questionnaires may be used to obtain this information from some executives, whereas with others, verbal questioning is the better procedure.)

4. *Establishment of New Courses in the Evening Classes, in Coöperation with Business Firms*.—(1) *Insurance*.—This course was established two years ago for employees of insurance companies in Toronto. So satisfied is the Insurance Institute with it, that it has asked the schools to conduct the examinations in connection with the course. (2) *Retail Merchandising*.—This course is given for salespeople in stores, and provides a good foundation for selling. (3) *Salesmanship*.—This course is arranged in coöperation with the

Retail Laundrymen's Association. The route men of the companies are given training in the subjects most suitable for them.

5. *Letters to Firms*.—These must be attractive and have no errors. Each should be a recommendation for the school. Letters to new firms, follow-up letters, letters asking for interviews, letters of thanks for cordial reception and coöperation, letters giving information regarding courses in day and night schools—all these have their place in vocational work.

(6) To gain information for advising students regarding vocations, and for instructing students about local commercial and industrial conditions. (7) To secure business forms used in the office, copies of business letters, information regarding business machines, and other material which may be used for instructional purposes in the school.

Guidance

Under the heading *Guidance*, there are the following activities:

1. *Vocational Books in Libraries and in Teachers' Rooms*.—If the books are placed in the teachers' rooms, they are then convenient for handing to interested students, with comments on certain sections.

2. *Clippings on Vocational Subjects Placed on Notice Boards, and in Vocational Scrapbooks*.—Select articles in which good counsel is given in choosing vocations; also articles which outline the careers of successful men and women and which state the stepping-stones they used, their qualities of character, and other informational and inspirational points. Boys and girls are great imitators and hero worshippers: just give them some information on those who have started out humbly and won, and it may be of the greatest value to them. You never can tell where the spark will flash and the flame take hold and spring up.

If the Vocational Scrapbook specializes on one or more selected occupations, it becomes a very valuable "Careers Book."

3. *The Study of Occupations*.—As to the number of occupations,* some state 20,000, others 15,000 for boys, and for girls around 10,000.

A beginning in the study of occupations for commercial students has been made in the office practice textbook in the chapter on Office Positions and the qualifications for each. For example, there is the outline of the duties and qualifications in connection with the position of secretary:

A secretary conserves the executive's time in every way.

Takes shorthand notes and transcribes them accurately, neatly, and quickly.

* In Canada.

Meets visitors and arranges interviews.
 Handles telephone calls.
 Keeps a follow-up file and brings matters requiring attention to the attention of the executive.
 Attends to the mail and handles correspondence as assigned.
 Prepares letters for signature.
 Does filing and clerical work.
 Makes investigations and collects information.
 Summarizes addresses, books, etc.
 Clips and indexes material.
 Prepares reports.
 Reads printers' proof.
 Takes minutes of meetings.
 Arranges calendar and desk equipment for executive.
 Supervises and assigns work to a small staff, and handles the details of the office.
 Orders office supplies.
 Assists with the personal work of the executive and other confidential matters.

Qualifications: In most cases a high degree of stenographic ability; graduation from a commercial or high school; pleasing personality; courtesy and tact; a mind for details; quick comprehension; good judgment; knowledge of office practice and business correspondence.

The kinds of secretaries are also given in the book, and it is left for the teacher to discuss the preparation and experience for each one, the lines of promotion to and from the position, the remuneration, and any special qualifications which may be required.

The professional occupations such as doctors, lawyers, etc. should be studied in a general way.

In some schools the thesis of a graduating student may take the form of a study of some occupation, or the survey of an industry.

4. The Training in Occupations.—In the case of some office work, such as cutting stencils and operating switchboards, only a short time is required in order to give the instruction, and the student learns the proper procedure quickly. Each new accomplishment serves to increase the student's confidence.

5. Visits of Students to Offices, Wholesale and Retail Houses, and Manufacturing Plants.—In these visits, surveys of office systems are made, and manufacturing processes are observed. The students go in groups of five or six usually, but sometimes in groups of fifteen to twenty.

These visits (1) enable the students to see an office at work, the routing of the work, the business papers, the business machines used; and to get some of the "first day feeling in an office" worn off; (2) to see how practical and valuable their school subjects will be to them; (3) receive practical information outside the textbook, which will correlate and clarify the text material and serve to give the student renewed interest in the school work; and (4) in case students go to work in the office which they visit (they have done so in a few cases) they are already familiar with the routine of that office.

Motion pictures of industrial processes give additional information.

6. Vocational Exhibits.—Annual exhibit of office machines and equipment on a Saturday in one of the schools by twenty-five or thirty companies. Desks are removed and one or two exhibitors are assigned to each room. Students assist in advertising and in conducting the exhibit. They meet Saturday morning for special demonstrations, become acquainted with the managers of firms, and sometimes receive employment as a result.

Exhibits of raw materials and goods in process in showcases in the halls or in school museums, all labelled with interesting and appropriate information, are helpful to students.

7. Self-Analysis Questionnaires.—This leads to one of the main points in Guidance—The Interview. The self-analysis questionnaires are given to students in order to give them direction in their thinking along vocational lines, and also as a basis for vocational counsel.

After the student has spent some time at home in organized thinking, he brings his answers to the Vocational Adviser, and an interview is arranged. In the interview—which is, or should be, one of the most important occasions for both student and counsellor—the facts regarding the student are related to the facts about some line of business or occupation.

If a problem arises in connection with some vocation and the Vocational Adviser feels incompetent to deal with it, then the questionnaire will be handed to an executive prominent in that line of work and the student in an interview with him will receive special information.

The result to the student should be a feeling of progress, new light and inspiration in connection with the future, and fresh determination to succeed in attaining his objectives.

The questionnaire remains with the student for future reference. Helpful comments are noted on it by the counsellor.

8. Counsel with Students regarding the selection of courses and subjects, the right attitude towards their studies, and the proper balance of curricular and extracurricular activities. Enquiry into the causes of failure of students to pass their examinations, and the remedies.

Four sources of information regarding students, as a basis for advertising: (1) Self-Analysis questionnaire; (2) Class Analysis regarding choice of occupations; (3) Reports from Department Stores on students' capabilities as salespeople; (4) Students coming for counsel after hearing speakers at Vocational Club Meetings.

Placement

Under the heading Placement, there are the following activities:

1. Use of Mailing List and Letters.—In June, the names, phone numbers, and class standing

of graduates are listed and sent to over 600 firms. The mailing list is made up from previous placement cards and from firms with at least several persons on the staff.

2. *Investigation of the Need and Desire of Employers.*—This must be carefully done in order to obtain all the requirements. A check list of questions assists in recalling the questions to ask, and in eliciting the full information. We size up the place as suitable or not for the student, for we take the responsibility not only of introducing the student to the employer, but also of introducing the employer to the student.

3. *Consultation with Parents.*—In practically every case the parents approve of the placement, and express their appreciation of the Vocational Adviser's assistance, the value of the school courses, etc.

4. *Procedure of Placement.*—Two or three students, according to the desire of the employer, are sent for interviews. Each student reports back, and the employer notifies the school regarding his selection. It is important for the student to report back; otherwise, time is taken 'phoning him again. Also, if the student takes a position, he should notify the school; otherwise, the school will tell an employer there is someone in mind, only to find that the student is working when they 'phone.

5. *Coöperative Arrangement Between Two Department Stores and Classes in Salesmanship and Senior Classes in the High Schools of Commerce.*—The Vocational Adviser selects students with characteristics which make for success in selling, and sends or takes them to the employment offices in these two firms. The students are taken on the staff as need arises.

The student's experience develops self-confidence, ability to meet people, initiative, good judgment, a sense of responsibility, and an appreciation of the need for punctuality, accuracy, and other good business habits.

This is a valuable opportunity for students (1) to find themselves while yet at school, (2) to become accustomed to selling their personalities as well as their goods, (3) to prepare to enter the business world with at least one answer to that age-old question, "What experience have you had?"

6. *Follow-Up of Students in Offices.*—In this work, the Vocational Adviser learns the employer's opinion of the student's work; the student's attitude toward his work, equipment, and associates; his plans for continuing his education, etc.

In some cases adjustments may be suggested by the Vocational Adviser.

Again, the application form of the student may be in some file other than that of the executive for whom he works, and his capa-

bilities may not be fully realized. In other cases, a word of counsel on one matter or another may be of value to the student in improving his work.

In this way a personal interest is shown in the student by the school and it is always very much appreciated. The Vocational Adviser's reward on entering an office is to have Mr. New Employee say, "Oh, I'm very glad you came. I've been expecting you."

These students in offices often render assistance in giving information regarding openings, or if they are leaving a position. They also mention the subjects in school which have proved of special benefit to them, and give suggestions regarding helpful topics which might be taught.

7. *Conclusion.*—This matter of leading the student to think along vocational lines, and to prepare himself with something fairly definite in view is very important. "An occupation is not only to make a living, but to develop a life"—and should be chosen and prepared for with this in mind.

In closing, let me present another summary of Vocational Guidance: Vocational Guidance is an effort to relate youth to a vocation so that he may (1) play his best part in life, (2) gain his fullest expression, (3) experience the greatest happiness, and (4) render the greatest service to society.



Have You Yours?

"I WAS certainly pleased with my miniature copy of the Manual," writes Miss Ruth Hudelson of Roswell, New Mexico. "I almost broke up my class when I took it to school. A number of the girls asked if they could buy one, and one girl even asked if I wouldn't sell it. Many thanks for it! My class is greatly enjoying reading the *Gregg Writer*."

Have you received your copy of this Miniature Manual?

This exquisitely bound edition of Gregg Shorthand has taken our teachers by storm. Each page has been reduced photographically to 3 by 4 $\frac{3}{8}$ inches. The book is printed on 100 per cent rag paper, which will last, quite literally, forever. It is bound in genuine sheepskin parchment, stamped in real gold, and the edges are covered with burnished gold leaf.

This book is not for sale, but is given as a gift to every teacher-supporter sending us a club of ten or more full-year subscriptions representing 90 per cent or more of the shorthand students under instruction. As soon as your club is complete, ask for your copy.

Precept or Preaching?

Announcement of Third Annual Teachers' Medal Test in Shorthand Writing

By Florence E. Ulrich

Editor, "Gregg Writer" Art and Credentials Department

THIS announcement of the Third Annual Teachers' Medal Test in Shorthand Writing makes available to teachers again this month, and for the duration of the test, the medals and certificates awarded for professional merit in execution technique in shorthand writing. With the exception of those who previously won the Gold Medal, all teachers are eligible to enter. The Silver Medalists may enter their copies for the Gold Medal this time. The entries of those who won certificates previously, and of newcomers who are taking part for the first time this year, will be considered for the Gold Medal also, of course.

Presentation of medals and certificates is based exclusively upon the quality of specimens received. There is no entrance fee in connection with the test, and no other requirements. You are asked simply to write the short article on page 120 in your best style of shorthand, using either the blackboard or pen, and submit it to us on or before January 31, 1932. Any or all of the ten thousand shorthand teachers who may read this announcement, and who do not already hold the Gold Medal, have an equal opportunity to win the coveted awards of professional recognition in this important phase of shorthand training.

Evidence of Professional Skill

Since modifying the plan of this activity, abandoning the contest idea and adopting the quality award, teachers and educators all over the country are coming to recognize the medals as a necessary professional credential and evidence of superior writing skill. This is a day when teachers of skill subjects recognize the importance of developing in themselves the ability they expect of their students—they must



Gregg Teachers' Medal

be able to do what they are trying to teach others to do in order to do a good job of skill training. Students learn more quickly by precept than preaching. They must be shown.

Bear in mind that the medal is entirely within your reach. It can be and will be awarded to all, without limit as to number, whose notes show the necessary grade of writing excellence. Those of you who entered last year and failed to qualify for the Gold Medal should enter a specimen for it again this year.

Teachers new in the field of shorthand teaching should utilize this opportunity of comparing their notes with those of

other teachers to see how closely they come to a professional writing style.

We look forward to the time when recognition of this sort will be a requisite to the better teaching positions. It has a far-reaching and practical appeal that commends it, and properly so, to educators in the higher institutions.

Two-Way Gain

Two very definite results may be had from the intelligent practice of this test: First, recognition of good notes and the ability to make them—a proper accomplishment for the teacher who is training student-stenographers; and, secondly, development of an analytical eye, which is absolutely essential in the teaching of shorthand. Both are important qualifications. A teacher may be a good writer himself and if he has "come by it naturally" with no idea of why his writing is any better than anyone else's, the effect of his teaching will be limited only to the students who are keen enough to see the difference, themselves, and who are good imitators of his style. On

the other hand, a teacher that does not write such a good style himself may, perhaps, train highly skillful student-writers because of the fact that *he knows how the characters should look and persists in his criticisms of the students' notes until they make them that way.* The happy combination of both accomplishments makes the ideal teacher.

How to Prepare Your Specimens

In the April number of this magazine we gave you a plan for criticizing your own notes; we shall go into the matter with sample specimens again next month. In the meantime note these general instructions that should prevail in all your practice work. First, write the test to get the "feel" of the words and the placing of the copy on the board or paper. Then criticize the specimen in an analytical fashion. Do not make the mistake of a vague or indifferent analysis; that is, merely looking at the page of notes and trying to decide whether it is good or bad and what is wrong with it if it does not look pleasing to the eye. Study the specimen outline by outline and, ultimately, stroke by stroke, using the notes in the magazines or textbooks as a guide or authority.

You will be amazed when you go about analyzing your paper in this fashion to see how many times a defect occurs throughout a specimen to spoil it! We have seen it happen that the elimination of a single fault in a specimen rated as mediocre enabled it to approach a superior style. Good rhythm and fluency, with the consequent smooth light lines, fade-out end-strokes, and rounded circles; proper formation of curves with particular attention to the joinings of circles, hooks, etc.; uniform proportion in the sizes of strokes, and proper slant should be heeded. You need not worry much about slant if you are writing continuously across the line. Variation in slant is usually the result of stopping between outlines. But the final effort should be checked for slant also, just to be sure there are no grave discrepancies in it.

These suggestions will do as a starter. Others will be made next month. We hope to see all the teachers of the system represented in the Medal Test this year. Time spent in the preparation of the copy will be amply rewarded in the gain made in the shorthand writing style developed.

Send Pen-Written or Blackboard Notes, Either

Because of the mechanical difficulties frequently confronting teachers in securing good reproductions of blackboard notes, we will accept either blackboard specimens or pen-written specimens, and suggest that teachers

submitting blackboard specimens enclose also a specimen written with pen. (Pencil work is not acceptable.) Usually the blackboard notes are better, for several reasons: teachers generally have more experience in writing on the blackboard and, therefore, feel more at home writing on it than when writing on paper; blackboard writing permits of greater freedom and swing in execution, and notes often will be smoother than when written with pen.

Because the development of a good blackboard style is of such importance to teachers in the presentation of lessons, we encourage the use of it in this Medal Test. If, however, it is not convenient for you to submit a photograph of your blackboard notes, send a pen-written specimen only, first practicing the copy as much as you have time for, in order to acquire a smooth, fluent style. Specimens will be judged solely on the merit of the writing, regardless of whether they are written on the blackboard or with pen.

Entries will be received for the Gold Medal from all teachers who have not previously received this award. Entries that do not qualify for the Gold Medal will be considered for the Silver Medal unless previously awarded. Proficiency Certificates with Gold Seal will be awarded to all that qualify.

Specimens Due January 31

The test copy appears with this announcement and may be practiced until the final copy is produced to send to us not later than January 31, 1932. All specimens to be judged for the medals and certificates must be in not later than the evening of that date.

Those engaged in teaching in other countries have ample time in which to prepare their copy, and we welcome this opportunity to invite them in also.

The Standards Set

The shorthand specimens will be judged on the basis of O. G. A. work, namely, accuracy and fluency of style, but the standard, naturally, will be much higher.

Each specimen will be rated on

1. Correct application of principles. (While the use of the forms given in the Anniversary Edition of the Manual is preferred, allowance will be made for those who are still using the old text, and errors will not be charged where old forms are used.)
2. The writing should show smooth, even, and light lines secured by writing with an easy, fluent movement.
3. Curves should be correct in formation and slant, and in method of joining.
4. Characters should be relatively correct in size and proportion. (Blackboard work permits of greater variation in this respect than does pen-written work.)
5. Specimens should be properly and uniformly spaced.

The teacher's name and the name of the school are to be sent with each specimen of notes.

Judges

The committee of judges to pass upon the papers will consist of Mr. John Robert Gregg, Mr. Rupert P. SoRelle, Mr. Hubert A. Hagar, Mr. Guy S. Fry, Mr. Charles L. Swem, and Miss Florence E. Ulrich.

The Awards Are

To those whose writing shows a high degree of artistry and technical skill in the execution of shorthand notes either on board or on paper, a solid gold medal, beautifully chased and bearing the O. G. A. emblem in enamel and gold. This has been made in both charm and lavalliere style.

To those whose writing shows a high degree of skill, but not of gold-medal standard, a sterling silver medal with the emblem in silver and enamel, suitably engraved (either charm or lavalliere style) is given.

To all those, including the medalists, whose notes show sufficient progress in artistic writing, a beautifully engrossed Certificate of Proficiency in the Professional division of the Order of Gregg Artists will be awarded.

The Contest Copy

Turn to page 120 right now and try out the Contest Copy. How do your notes look? Check through to discover the faults that need to be corrected. Then see what even ten minutes of intensive practice daily will do to perfect your style of writing before the final specimen is due to be sent us. "Good Luck" to all of you!



National Commercial Teachers' Association

Greetings to Teachers and Friends of Commercial Education Everywhere

From President Irving R. Garbutt

Director of Commercial Education, Cincinnati Public Schools, Cincinnati, Ohio

ALL of us are in the harness again doing the best we can to prepare young men and young women to take their places in the great world of business.

It is not going to be an easy year for any of us. The present economic conditions will make it hard in many ways. Some of our schools have larger enrollments, consequently more equipment will be needed to serve them, with no money available to buy it; and many other conditions, for which we are not in any way responsible, are making this school year a challenge to our teaching abilities.

Do A Better Job Than Ever This Year

Notwithstanding all of this, we must attack the work of the year with hope and a determination to do a better job of teaching than we have ever done before. Many of the pupils who have come to us have come from homes where the economic conditions are serious and in some cases desperate. Under these conditions all of us should make a special effort to be more than mere teachers—to be friends of children also, with a big element of human understanding uppermost in our hearts.

Because of these unusual conditions we all need to be better teachers, and to be better teachers we must come in contact with more of our fellow teachers who are working under the same difficult conditions and who, perhaps, have solved some of the problems that others of us have been unable to solve.

Responsibility of Classroom Teacher

We must not give up and lament, but be alert, cheerful, and resourceful, and make schools and classrooms a desirable, attractive, and pleasant place for the pupils to be in, a place where the human element is the dominating factor.

To this end we must keep up our personal interest and preparation by study and contacts that are interesting and inspiring. There are many ways in which this can be done, and one of them is to attend the meeting of the National Commercial Teachers' Federation, which will hold its thirty-fourth annual meeting in Chicago at "The Stevens" on December 28, 29, and 30, 1931.

The general theme for the program is "The Responsibility of the Classroom Teacher in

Training for Service and Citizenship" and all of the people who are on the programs are outstanding classroom teachers. There will be many actual classroom demonstration lessons, with pupils present, given by well-known and successful teachers in the various commercial subjects.

Young teachers, beginning teachers, small city teachers, all of us, indeed, will profit greatly by seeing these experienced teachers give their lessons.

It is not a question of can I afford to go this year, but rather a conclusion that I cannot afford *not* to go. The contacts made, the new friends acquired, and old friendships renewed, together with the splendid programs that are being prepared on all phases of commercial education, will be very much worth while. Education, you know, is a state of mind and a right attitude towards life rather than much learning.

So again, I wish to send greetings and best wishes to all commercial teachers everywhere, in private schools, parochial schools, public schools, and colleges.

Let us make this school year a brighter, better, and more successful year because of having attended the Federation meeting.

The Shorthand and Typewriting Program

The teachers of Shorthand will be particularly interested in the program that has been worked out by the able chairman, Mr. Leslie J. Whale, of Detroit. His program includes some of the most outstanding teachers in the country. Four of the features already arranged are:

Miss Eleanor Skimin of Northern High School, Detroit, Michigan, will give a demonstration lesson with advanced pupils. This demonstration should be of unusual interest to teachers of advanced shorthand because of the extensive study made by Miss Skimin in this particular field of Education. I am sure that all teachers of shorthand will gain much from this unusual number on the shorthand program.

"Typewriting, A Subject to be Taught" will be discussed by Miss Helen Reynolds, of Ohio University, Athens, Ohio. As Miss Reynolds has made a great study of the subject of typewriting and how best to teach it, this number also should be of unusual attraction on this program.

A Typewriting Demonstration lesson will be given by Mrs. Marion F. Tedens, supervisor of Typewriting in Chicago. This demonstration will also be given with students and should be of great value to teachers who are teaching this subject.

Symposium on Shorthand Transcription will be discussed under the able leadership of Mr. J. O. Malott, Specialist in Commercial Education, United States Department of the Interior, Office of Education, Washington, D. C.

This whole program is one of unusual merit and should appeal to the interest of all teachers who are teaching these subjects.

[Complete details of the programs for all Sections are expected in time for our next issue.]

U. S. Universities Study Calendar Reform

THE University Association for the Study of Calendar Reform has a membership in more than 75 Universities and Colleges, practically all the leading schools of America being represented. As should be the case, all opinions on the matter of calendar reform are included. This summer, questionnaires have been conducted among certain groups to see whether opinion on the whole favored revision, and also to obtain opinions and comments on the relative merits of the more favored 12-month revisions and the 13-month plan. Secretary C. C. Wylie, of Iowa City, reports the following results:

	Astronomy	Banks	Education	Transportation
Replying	134	586	400	197
Favoring revision ...	67%	47%	90%	61%
Opposing revision ...	28%	48%	8%	36%
Favoring 13 months..	25%	19%	31%	17%
Favoring 12 months..	62%	55%	61%	63%

It will be seen that bankers are the most conservative and educators the least so of the groups canvassed, but on the whole a good majority favors some revision of the calendar. It is also apparent that the twelve months must be retained if a plan for revision is to win favor at this time. The ablest minds are, however, not agreed. One can advocate no alteration of the calendar, a 12-month revision, or the 13-month plan, and still be in agreement with famous men. This shows that there should be further study of fundamental facts, and in this investigation colleges, universities, and research institutions can appropriately take a leading part. From the many interesting comments and letters received in connection with the recent investigations, a list of suggestions for study is being prepared, Mr. Wylie tells us, and this list will be mailed to members of the Association.

The report giving the results of this canvass was filed on October 12 with the League of Nations committee considering calendar reform at Geneva.

State Convention Digests

MICHIGAN EDUCATION ASSOCIATION INSTITUTE, SEVENTH DISTRICT, COMMERCIAL SECTION, Sault Ste. Marie, Michigan, October 2, 1931. Chairman, E. K. Converse, High School, Menominee.

Speakers:

Mae Sawyer, Library Bureau, Buffalo, New York—LIBRARY BUREAU METHOD OF TEACHING FILING; Josephine Long, Northern State Teachers College.

(Continued on page 116)

A Reminder About the International Congress for Commercial Education at London, England

Summer of 1932

By Imogene L. Pilcher

Lincoln High School, Cleveland, Ohio

THE British Association for Commercial Education has invited the commercial teachers of the United States to be present at the International Congress for Commercial Education at London in the summer of 1932. This meeting is being held under the auspices of the International Society for Commercial Education, with the support of the Ministers for Education in Great Britain and a number of overseas countries.

Important Aspects of the Congress

Current problems in commercial education will be considered. These discussions will be conducted by the most prominent educators and business men, selected from the leading countries of the world. Arrangements are being made for visitors to study the commercial and industrial life of London, as well as prominent business centers in other countries. Plans are being formulated in a number of European capitals for courses of lectures in English on current economic conditions, designed especially for overseas visitors and their friends.

Although the International Congresses date back to 1886, this is the first one to be held in an English-speaking country. The conferences have been held, for the most part, in European capitals. Such a meeting has never been held in the United States. Although the United States Government has been invited to send representatives to such Congresses, no official delegates attended until 1929.

Mr. John O. Malott, Commercial Specialist, Department of Interior, Washington, D. C.,



Imogene L. Pilcher

Head of Commercial Department, Lincoln High School, Cleveland, Ohio

Became interested in the commercial aspect of international education while doing some research work in international education at New York University in the summer of 1931

has been vitally interested, for several years, in international education as related to commercial education. It was largely due to his efforts that the United States government was represented in 1929 for the first time at the International Congress. This congress was held in Amsterdam, Holland. The United States Chamber of Commerce displayed a keen interest in the conference.

Prior to the World War, international congresses for the promotion of commercial education were frequently held in Europe. The 1929 congress was the first that had been held in fifteen years and it marked the beginning of a new era in commercial education. World leaders in business and in education for business united in producing a philosophy of commercial education that could be obtained only through the coöperation of educators and business men, both groups maintaining a world-wide point of view.

Wide Representation in 1929 Congress

To the Holland Congress, the governments of Great Britain, Germany, China, Denmark, Greece, Mexico, Paraguay, Yugoslavia, and other countries, 37 in all, sent official representatives. Prominent business men and educators were equally interested in the conference. The following delegates were designated by the United States Government to attend the 1929 congress:

Doctor John Robert Gregg, President, The Gregg Publishing Company, New York, New York.

Doctor Henry Rand Hatfield, Department of Economics and Commerce, University of California, Berkeley, California. (Continued on page 116)

Doctor Thomas H. Healey, Assistant Dean, School of Foreign Service, Georgetown University, Washington, D. C.

Miss Eva M. Jessup, Assistant Supervisor, Board of Education, Los Angeles, California.

Mr. Lloyd L. Jones, Assistant Commissioner of Education, Board of Education, Cleveland, Ohio.

Doctor Leverett L. Lyon, The Brookings Institution, Washington, D. C.

Doctor Louis K. Manley, Dean, School of Business Administration, University of Pittsburgh, Pittsburgh, Pennsylvania.

Mr. Clay D. Slinker, Director, Department of Business, Des Moines Public Schools, Des Moines, Iowa.

American Chapter of International Association

In June, 1931, there was organized in Washington, D. C., for the first time in the history of the United States, an American Chapter of the International Association. Dr. John Robert Gregg was made president of the recently organized chapter. The secretary of this new chapter is Mr. John O. Malott. Doctor Gregg was appointed official representative of the chapter at all educational meetings held in Europe during the summer of 1931. Doctor and Mrs. Gregg planned their itinerary so that they might attend educational conferences during their European tour.

The formation of the American Chapter and the interest manifested by commercial educators in international education show the complete change in trend in business education. Educators for business have evolved from representatives of the narrowest to representatives of the broadest education in the world. The evolution has been gradual, at times almost imperceptible, but we have arrived. The old viewpoint was not entirely wrong, and we are not discarding it. We are retaining it, modifying and adapting it to conform with the widest and most liberal of world education. With this broad perspective, we are not forgetting the immediate goal of commercial education. Through our immediate goals, we are keeping ever before us ultimate objectives.

These ultimate objectives consist of industrial tolerance and international understanding. The economic prosperity of our nation is dependent upon our relationships with the nations of the world. Commercial educators are in an enviable position. In no other field could educators wield such influence in bringing about a sympathetic understanding among the economic powers of the world. It is a privilege and a duty that every commercial educator should seize and capitalize. We are becoming the educational leaders of the world.

The nations of the world will judge the commercial educators of the United States at the International Congress in London next summer. There we shall have an opportunity to render an immeasurable service to the world, to the nation, and to commercial education. We have very progressive classroom

teachers and administrators of business education in the United States. We want the other nations of the world to understand us, and we should know them better. Above all else, we want to learn from the other nations that which will increase the worth of our service to our own country and to the world; we want to contribute our share to the advancement of commercial education internationally.

Plan Your European Tour for 1932

The summer of 1932 will be an ideal time for that long-deferred European trip. You have postponed it because of your desire to allow no summer to pass without making some improvement in your own progress as a commercial educator. You have been attending summer school courses, working in offices, making business contacts, studying your own community needs. You are now ready to discover the needs of the world and how we, as commercial educators, may help to meet such needs. Arrange your European itinerary so that you may be in London to attend the International Congress. Members of the American Chapter of the Association will be enrolled on payment of a small registration fee, and arrangements will be made to secure satisfactory hotel accommodations for all who register. An announcement will probably be made in the near future regarding membership fees in the American Chapter, date for the 1932 Congress, and related topics.

Teachers may obtain full information in regard to the 1932 International Congress on Commercial Education by writing to the Honorable Secretary, British Association for Commercial Education, London School of Economics, Houghton Street, London, W. C. 2, England.



State Convention Digests

(Concluded from page 114)

Marquette, Michigan—MODERN METHODS OF TEACHING BUSINESS ENGLISH; Margaret C. Kennelly, High School, Escanaba, Michigan—MODERN METHODS OF TEACHING TYPEWRITING; W. P. Potter, High School, Iton Mountain, Michigan—IS TRAINING ON BUSINESS MACHINES NECESSARY FOR HIGH SCHOOL CLASSES.

New Officers:

CHAIRMAN: Josephine Long, Northern State Teachers College, Marquette, Michigan.

NORTH CENTRAL INDIANA TEACHERS ASSOCIATION, Mishawaka, Indiana, October 10, 1931.

Speakers:

Lloyd L. Jones, The Gregg Publishing Company, Chicago—OUR JUNIOR BUSINESS TRAINING PROGRAM.

New Officers:

CHAIRMAN: Beulah Buchanan, High School, Mishawaka

The Social Approach to Commercial Education

A Report of the Committee on Commercial Education, Social Adjustment Section, World Federation of Education Associations, Denver, Colorado, July 27-August 1, 1931

By Dr. Frances Moon Butts

McKinley High School, Washington, D. C.

THE Social Approach to Commercial Education in its numerous aspects formed the nucleus of a forward-looking group of oral and written reports from many leading commercial educators of differing races and creeds at the meetings of the Committee on Commercial Education, Social Adjustment Section of the World Federation of Education Associations at Denver, Colorado, where during the week of July 27 more than 4,000 world educators assembled for the deliberations of the Federation's Fourth Biennial Conference on education for international peace, good will, understanding, and social betterment in general.

A Sane Money Concept

The morning session on Commercial Education Day, July 29, was opened by the chairman of the Social Adjustment Section, Selma M. Borchardt, with a brief discussion of the ways in which education, both general and commercial, is giving to the business world through its workers a more genuinely social approach to its problems. Miss Borchardt then introduced the international chairman, Frances Moon Butts, who outlined the topic of the day, noting as one objective, "an effort to crystallize the techniques of training for social adjustment in the home, vocation, community, nation, and international relations of individuals and group." Stressing the importance of a sane money concept in commercial education, Dr. Butts urged that teachers train for "a broader understanding and more equitable distribution of this artificial medium of exchange which man has created to be the servant of society and not its master," as a bulwark against future depressions such as the world is passing through at this time. In this connection the report on the money concept by Ann Brewington, past president of the National Association of Commercial Teacher Training Colleges, was brought to the attention of the audience and reprints and copies of the *American Shorthand Teacher* containing this article were distributed by the speaker.

Resolutions for two international committee studies were passed later in the day, one on the techniques of the social approach and one on the money concept in commercial education.

Organizers of Meeting Thanked

Appreciation was expressed of the splendid help and encouragement received from outstanding commercial educators in this and other countries and of the untiring response to all needs accorded by the co-chairmen, Prof. Ernest A. Zelliot, Denver University School of Commerce, and Col. J. E. Huchingson, Colorado Woman's College, Denver, and the members of their local American committee: Mrs. Laura Belle Baltes, Denver High Schools; H. E. Barnes, president, Barnes Commercial School, Denver; A. O. Colvin, State Teachers College, Greeley, Colorado; Mrs. Josephine S. Dyer, Junior High Schools, Denver; C. W. Horner, Colorado Springs High School; H. L. Marshall, University of Colorado, Boulder; E. W. Smith, Denver High Schools; and C. W. Woodside, Boulder Preparatory School, Boulder, Colorado.

Welcoming Address and Greetings

The address of welcome at the morning session was delivered by Prof. E. Grosvenor Plowman, dean of the Extension Division and director of the Bureau of Business and Social Research, University of Denver. Dean Plowman thinks that we have much to give in technical advancement in commercial education and much to gain in moral, cultural, and social development from contacts between this and other countries. Welcoming an equally large attendance at the evening session, Dr. G. W. Frazier, president of the Colorado State Teachers College, predicted that future progress in commercial education will come by way of the commercial departments. In response to greetings by John R. Lanphier, representative of the Commercial Section of the Colorado Education Association, Col. J. E. Huchingson, and Mrs. Laura Belle Baltes, the fact that

"education is the biggest business of all" was emphasized by Dean G. A. Warfield, Denver University School of Commerce.

An Innovation in Program Management

An innovation was introduced at Denver by the appointment of hosts and hostesses to look after the social and physical comforts of each of the speakers on the program and the selection of outstanding educators to collaborate with those sending written reports by presenting, summarizing, and discussing these papers before the meeting. Among those who cooperated in this way were the members of the local American committee and R. J. Triplett, Barnes Commercial School, Denver; Ila F. Webber, Denver Public Schools; Milton Rebell, F. O. Johnson, Harlon E. Benedict, and Clyde Wallace, University of Denver students, and Joseph Arnold of the Denver Y. M. C. A.; John L. Pound and F. C. Kay, Pueblo High Schools; Lida A. Millar, Denver Manual Training High School, and Prof. W. L. Knies, Colorado State Teachers College.

"Health, Wealth, and Happiness"

The speakers of the day were shifted slightly in their order of appearance in order to hear first from Mrs. Frances Effinger-Raymond, manager of the Pacific Coast and Orient office of the Gregg Publishing Company, who was giving a luncheon in honor of the English Delegation. Mrs. Raymond set up HEALTH, WEALTH, and HAPPINESS as the goals in all secondary instruction and then moving over into one of the newer phases of commercial education went on to show how machine instruction may be made to produce these goals and also to prepare the student "to pass the acid test of the business world of today" and "to meet the changing conditions of tomorrow."

Training by the Social Approach

Following the same lines of development the other speakers helped to complete a helpful cross section of the training aims, methods, and results of the social approach. Mr. Clay D. Slinker, director of Business Education, Des Moines, Iowa, emphasized also the fact that valuable aid may be obtained from managers and department heads in the training of salesmen and clerical workers. Dr. Irving R. Garbutt, director of Commercial Education in the public schools of Cincinnati, Ohio, stressed the ideals of service to society and democracy in education and the wonderful possibilities of development, especially in the junior college field, setting up education for complete living as the standard by which

to judge business training, as well as other forms of education, for administrators, supervisors, and students. In an address on the association side of this subject Prof. John H. Shields, head of the Accounting Department, Duke University, stated that "The teachers of commerce throughout the world have a joint responsibility for the inculcation in the minds and hearts of their students of those essential qualities of character which urge men to trade in the spirit of social service," and "Accounting is one link in the chain of greater efficiency and service which commercial education offers to the world. It is one of civilization's most valuable instruments of social control and efficiency."

Written Reports

The training theme was predominant, also, in the three written reports from which these quotations are taken: "A person may be one hundred per cent competent in knowledge of the content of his subject. He may be one hundred per cent proficient in the technique of his subject, but if he is lacking in character or has a personality that is not agreeable, the stay of this person in a respectable business connection will be of short duration"—A. L. Howard, head of the Department of Business Practice, Washington, D. C., public schools; "Maximum efficiency in commercial education has not yet been reached . . . enlargement of scope, refinement of procedures, and more adequate correlation with other activities are essential if commercial education is to serve to its ultimate capacity"—Ernest A. Zelliot; "Knowledge can be purchased but not habits of integrity, honesty, thrift, and usefulness"—Mrs. Walter Lee Lednum, president of Durham School of Commerce, Durham, North Carolina.

Messages from Abroad

A series of written reports from abroad pictured an uneven condition of training among the countries but withal a general agreement with regard to the socio-economic principles upon which commercial teaching should be based. Prof. Alfred von Gliszozynski, of Kassel, Germany, sent to the convention the outlines of a new approach based on a very modern philosophy of foreign language instruction from a combination of the functional, economical, and social viewpoints. The British Conference of Commercial Teachers and the remarkable advance in commercial education in England, which this organization has helped to bring about, formed the central topic of a message from Beresford Ingram, Esq., M. A., director of Literary Institutes and Continuation Schools, London, England. According to

M. Martin-Leake, of London, extension work in commercial education is becoming truly extensive in reaching out to educate educated persons for business. Prof. M. Hitmeur, of the Université de Liege, Belgium, showed how Belgium interrelates liberal and vocational content in commercial training and tends to less interference on the side of guidance and more stress on placement and follow-up. From Turkey came a message, "You are our ideal, we try to emulate you in every way." The progress of commercial education in the Pan-American countries was traced by Prof. Miguel Gutierrez Sanchez, director of Escuela Superior de Comercio, Havana, Cuba, in which he urged also the need for an inter-American conference to encourage further advancement. Prof. R. E. Zachrisson, Uppsala, Sweden, visioned the results of the social approach made through the medium of an international language such as "Anglic" which spells every word just as pronounced. For instance, in one of his Anglic classes, "Thee profishensy of thee puepils wuz amaazing. Thae pronunsiashon wuz exelent, thee translaeshonz brilyent, and thae wur aebel to konvurs without ny difikulty with thae teechr."

Round Table Discussions

A cross section of institutional development rich in helpful content was presented in a round table discussion of the following papers any one of which would fill long days of contemplation: Social Approaches in Secondary Business Training, by Dr. Edward McNamara, principal of the High School of Commerce, New York City; Social Approaches in Higher Commercial Education, by Dr. Paul S. Lomax, New York University; Society's Debt to the Private Business College, by Seth B. Carlin, Packard Commercial School, New York City; The Influence of the Press in Commercial Education, by Don S. Taylor, The Journal of Business Education.

Vocational Guidance

A stream of interest in guidance, or "professional orientation" as they say across the water, ran through all of the papers and expanded into deep reservoirs of information in two written contributions. It is sufficient to say that one was a discussion of The Social Significance of Vocational Guidance in Commercial Education, by Prof. F. G. Nichols, of Harvard University; the other consisted of a preliminary report on a piece of international committee research on professional orientation as a means of social approach to commercial education which is being conducted by Lydia Brown, of Washington and Paris, and others. Miss Brown was accorded a rising

vote of thanks for a 20-foot hand-lettered chart of world conditions in guidance and 500 copies of a printed bulletin containing a cross section of the study, which she furnished with her report.

Acknowledgments

There were other votes of thanks—so much was done for the success of the Denver program! Sir Isaac Pitman & Sons contributed 3,000 copies of a bulletin containing the proceedings of the 1929 Geneva program, the Woodstock Typewriter Company decorated the banquet tables with a wealth of deep pink rosebuds, and the florist, C. A. Britton of Alvada, Colorado, matched them with gladiolas of the same shade. The resolutions committee, consisting of Lulu M. King and Mary L. Boroughs of the Denver Public Schools, proposed also a list of eighteen topics for endorsement as desirable subjects for research, with a provision that any one wishing to add to this list may do so upon consultation with the committee chairman, Dr. Frances Moon Butts, McKinley High School, Washington, D. C.

The Evening Program

A feature of the evening program was the introduction of visiting celebrities from this and other countries, including: Harry Charlesworth, secretary of the British Columbia Teachers' Federation, Vancouver; Dr. Otto Tacke, Stettin, Germany; Robert Neilly and W. P. Ward, present and past presidents of the Irish National Teachers Organization, and W. W. McFetridge, Inspector of Public Instruction in Northern Ireland; Mrs. Esther DeBray, of the University of Indiana, who also presented a paper on research in type-writing; Miss Ruth Gillette Hardy, Girls Commercial High School, Brooklyn, N. Y.; Margaret M. Marble, president of the Cincinnati Teachers' Association; and from the World Federation, Miss Selma M. Borchardt, director; Dr. Charles H. Willians, secretary; Dr. Walter R. Siders, field representative, and Dr. Augustus O. Thomas, president, who commented upon the fact that although so many countries were represented, we are all alike. "We act, walk, dance, eat alike, and even talk very much alike." There were many celebrity responses. Each added his flash of brilliance, like a comet from the far places.

Mrs. Laura Bell Baltes, chairman of the committee on banquet arrangements, voiced what seemed to be the feeling of all who attended the morning session, the luncheon meeting, the afternoon conference, and the evening banquet, when she said that "It was an inspiration to dine with those from all over the world, united together in one cause."

And, lastly, all were able to cast their philosophical anchors and find deep intellectual moorings in an interpretation of the philosophy of modern business by Dr. Lee Galloway, vice-president of the Alexander Hamilton Institute, New York City, as "an institution dedicated to the principle of constant adjustment, alert to changes and appreciative of those mental

characteristics which disclose a high degree of judgment" . . . "Adventure, research, scientific method, trained observation, the open mind, tolerance, disciplined imagination, a fair field and no favors in the belief that truth, like goods, is best tested in the open market, are among the factors which make business the true ally of education."



Achievement in Second-Semester Typewriting

JOSEPH L. KOCHKA, a teacher in the Business Practice Department of the District of Columbia Public Schools, completed an interesting study during the school year 1930-31. He studied the speed and accuracy achievements of the second-semester typing students in the Junior and Senior High Schools of Washington and arrived at a norm consisting of the median of 37 class medians. There were 953 students participating in the tests.

A mimeographed report of Mr. Kochka's findings shows an accuracy norm of .992. In other words, the tendency of the group he studied was to make eight errors out of every one thousand strokes written.

Converted into letter grades, his accuracy scale reads as follows:

Grade	Accuracy
A— 2 per cent.....	1.00—
B—34 per cent.....	.999—.994
C—39 per cent.....	.993—.987
D—17 per cent.....	.986—.981
F— 8 per cent.....	.980—.952

Mr. Kochka found the stroking rate for the whole second semester to be 141 strokes a minute, or about 28 words a minute. The highest rate was 51 words a minute and was attained by only four of the 953 students.

Converted into letter grades his speed scale reads as follows:

Grade	Strokes per Minute
A— 9 per cent.....	255—198
B—21 per cent.....	197—162
C—54 per cent.....	161—122
D—14 per cent.....	121— 74
F— 2 per cent.....	73— 30

Those desiring further details of this study should write Mr. Kochka, care of Eastern High School, Washington, D. C.

TEACHERS' MEDAL TEST COPY

(See Announcement on page 111)

ENTHUSIASM

If you can't get enthusiastic about your work, it's time to get alarmed. Something is wrong.

Compete with yourself; set your teeth and dive into the job of breaking your own record.

No man keeps up enthusiasm automatically.

Enthusiasm must be nourished with new actions, new aspirations, new efforts, new vision.

It is a man's own fault if his enthusiasm is gone; he has failed to feed it.

And right here is the big reason why thousands of men hit high-water marks at thirty-five and then recede.

They can "do their work with their eyes shut," and that is the way they do it.

They have lost the driving power of enthusiasm.

They sleep at the switch. All they see in life is the face of the time-clock. All they hear is the quitting whistle.

If you want to turn hours into minutes, renew your enthusiasm.

—PAPYRUS.

SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

C. *E. BIRCH* is a native of Iowa. After finishing the public schools and being graduated from Oskaloosa College, Oskaloosa, Iowa, he entered Highland Park College, Des Moines, Iowa, where he completed the course and received the customary Degree and blue ribbons. After teaching for a time he entered Campbell University, Holton, Kansas, where he specialized in commercial work. Teaching intermittently, he finished the work in the Chicago Law School, and later did graduate work in the University of California and the University of Kansas.

He first attracted attention in the Missouri Valley as a teacher in the Kansas City Business College. Then he entered the Indian Service and taught at Haskell Institute, Lawrence, Kansas, for seven years, at which time he was promoted to the principalship. This he held for seven years, when he became assistant superintendent. After four years in this position the Lawrence Board of Education elected him Supervisor of Commercial Education for the city schools, which position he has held for ten years. In the meantime he has taught in the summer session of the University of California and at a number of county teachers institutes.

Mr. Birch is one of those quiet, unassuming, forceful, persistent, studious, progressive fellows who just will keep up with the times! Through the years he has written a number of successful textbooks on business subjects, the principal ones being a series of dictation and office-training books, a typewriting text, "Applied Rapid Calculation," and "Fundamentals of Business." He is one of the recognized business education leaders of this country.

And now comes the sequel to this narrative



C. E. Birch

Superintendent of Schools, Lawrence, Kansas

of a successful man. The superintendency of the Public Schools became open last summer following the death of Superintendent W. W. Curfman, and the Board of Education was bewildered by having eighty-six applicants. Having the State University and Haskell Institute here, this is an educational center, and the position is much coveted. In the emergency Mr. Birch was placed in charge of the office, while the Board dug deep into the qualifications of more than four score who sought the place. These men were all able, occupying prominent places in the schools of the country, but they were more or less strangers to

the men who direct the destinies of the Lawrence schools. They all knew C. E. Birch, these are strenuous times, a business administration is absolutely essential, so why not appoint one of the satellites of *business* education to the place? The Board agreed unanimously, and Mr. Birch was elected for two years, the maximum allowed by the Kansas statutes.

The advancement and success of Mr. Birch is but another example of the impress business education has made upon the minds of the general public. His many friends throughout the land will rejoice to hear of this most recent tribute to the cause they espouse, as well as to Mr. Birch personally.

ON Monday, September 14, Woods School of Business Administration and Secretarial Science, Brooklyn, New York, now in its 53d year, moved to its new quarters in the new Woods School Building, 423 Fulton St., in Brooklyn's downtown business center.

Business leaders and educational authorities united in congratulating the faculty and the

students and in offering the latter sound constructive suggestions that should be valuable to them throughout their business careers.

Dr. Thomas A. Fraser, the principal of the school, is to be congratulated on this forward step in the progress of Woods School.

*I*T is always a keen pleasure to note instances in which commercial educators function in the administration of the larger units of the public school systems of this country of ours.

A few years ago a brevity appeared in the columns of this magazine regarding the appointment of C. K. Reiff to the superintendency of the Muskogee, Oklahoma, public schools. This summer when the superintendency of Oklahoma City, the largest city in the state, was open, Mr. Reiff was the unanimous choice of the Board of Education for that position.

The new superintendent of the capital of one of the great mid-western states brings to his work not only an understanding of the educational problems of today and a philosophy that will enable him to go a long way toward solving these problems in his own community, but also a business training that will insure a well-balanced financial administration of that city's schools.

Mr. Reiff is only forty-two years old. He is married and has three children. A Hoosier by birth, he was graduated from Indiana University. He came to Oklahoma in 1915 as head of the commercial department of the Central High School of Muskogee. Four years later he became principal of that school, and in 1925 resigned that position to become superintendent.

Last year he was elected president of the Oklahoma Education Association and is an outstanding figure in Southwest school circles.

WILLIAM HERVEY KINYON, well-known private commercial school educator of New England, passed away during the month of September, following a lengthy illness. He was 63 years old.

Mr. Kinyon was the owner of the Kinyon's Commercial Schools of Providence, Rhode Island, and New Bedford, Massachusetts. At one time he was also supervisor of penman-

ship in the Providence (R. I.) Public Schools. Mr. Kinyon was born in Albany, Kansas, and was educated in the public schools of Williamsport, Pennsylvania, and Providence, Rhode Island. He was graduated from the Bryant & Stratton Business College of Providence in 1888 and was an instructor in that institution until 1902.

In 1893 Mr. Kinyon married Ella May Gilmore, of Providence. Mrs. Kinyon and three daughters survive him.

Mr. Kinyon was a prominent Kiwanian, auditor and moderator of the Park Place Congregational Church of his city, and a member of several educational associations.



C. K. Reiff
Superintendent of Schools, Oklahoma City

THE Blair-Higley Business University, located at 1029 West First Avenue, Spokane, Washington, is a new institution only in the sense that it was recently organized. The two men whose names their institution bears are simply returning to a field in which each has a long record of successful experience in preparing young men and young women for business careers.

Spokane will have reason to congratulate itself on having this source

from which to recruit its office workers and future business men and women. The high professional standards and business integrity of the men who will direct the affairs of the new school are widely known and are sure to be reflected in the service to be rendered to their community by the Blair-Higley Business University.

*O*UR readers will recall a most interesting article on the training of shorthand medal winners, in our June issue. This article was written by Mr. Earl Clevenger, who, as head of the Department of Commerce of the Lawton, Oklahoma, High School, has trained five consecutive state champions in shorthand.

In recognition of his exceptional achievements in commercial education Mr. Clevenger has been appointed to the faculty of the Ball State Teachers College, Muncie, Indiana. Under the leadership of Director M. E. Studebaker, he is handling the classes of Mr. B. M. Swinford, who is on leave of absence, doing graduate work at the University of Chicago.

Daily Lesson Plans in Gregg Shorthand

By M. E. Zinman, M.A., C.S.R.

Chairman, Shorthand Department, Abraham Lincoln High School, Brooklyn, New York

Roslyn E. Strelsin, B.A., and Elizabeth Friend, B.S. in Commerce

Instructors, Abraham Lincoln High School, Brooklyn, New York

How to Use the Daily Plans

THE sentence method is based on the steps used in skill building procedure, namely,

1. The situation in which a learner experiences a felt need.

Illustration: He has just framed the picture. The teacher places this sentence on the board and asks the pupils to read the sentence. The pupils can read all the words but *framed*. They want to know how to read this new outline.

2. The teacher sets a model of the skill to be learned and explains the new outline.

Illustration: He places the word *framed* on the board, shows that it comes from *m* and *d*, and then explains how the form is written.

3. The pupil imitates the model.

The pupil writes the outline *framed* once.

4. The teacher now gives the pupils a basis for *self-criticism* and gives the pupils time to criticize their own outlines, letting them re-write them a few times, until they are satisfied that they have written the words correctly.

5. Drill. The teacher dictates the outline *framed* several times.

6. Application. The pupils now apply the word by writing it from dictation in the original sentence. It is wise to dictate the sentence at least three times.

7. Testing. At the end of each lesson, the teacher will find a business letter which contains all the new words that were taught. In this way, and in weekly tests, the pupils test the knowledge which they have acquired.

Caution

It is not necessary to teach every word by the sentence method. Sometimes there are many important words in the lesson and because of lack of time it is impossible to present each word in this way. It is wise then to present the first few words by means of the sentence method and to use the word

method for the others. At times, the teacher may compose sentences containing two, three, or even four of the new words to be taught. In this way, time may be saved. The sentence method, however, should be used as much as possible, as it is more interesting and gives the pupils continued practice on writing connected matter.

Teachers frequently ask whether one may have a review drill on words, or on a principle. Teachers may drill in any way they see fit. If it is possible to combine the review words in a series of sentences or in a business letter, the review will be more interesting. However, lack of time may make this inexpedient. The teacher may wish to dictate a large number of words in a short time. In that case, it is better simply to dictate the words and conduct the review or drill by the word method. The point is not to make the sentence method a fetish but to use it as often as expedient.

The authors will be glad to answer questions with regard to the use of the plans or of the sentence method.

Presentation of Words in Sentences

At the beginning of the period dictate the review words, brief forms, and sentences. Send two or three of the brightest pupils to boards where the writing may be seen by the rest of the class. A leader may be trained to start dictation at the beginning of the period until the teacher arrives. Drill on review sentences should take about ten minutes.

In presenting the new words and sentences, the writing on the board must be done by the teacher to serve as a model for the pupils. The use of the sentence method has just been explained. In a period of forty minutes, this part of the lesson should take about fifteen minutes, the homework assignment, and the dictation, taking up the remainder of the class time each day.

Homework Assignment

One of the pupils should be trained to place on the board every day the following words, and the teacher can fill in the assignment for the day.

- Page 1 column 1 Review Brief Forms, Unit...to once each.
 1 " 2 New Brief Forms, Unit...five times each.
 2 " 1 Review Words, Unit...to Unit once each.
 2 " 2 New Words, Unit...each word five times.
 3 Sentences in class, three times.
 4 Letters in class, three times.

Explanation.—In the first column of page one, the pupils will write all the review brief forms, beginning with the unit that has just been taught and going back till the bottom of the column has been reached.

In column 2 of page 1, the pupils will practice in shorthand the new brief forms five times each, in the following manner:

problem, success, probably, except, stop, accord
 problem, success, probably, except, stop, accord
 problem, success, probably, except, stop, accord
 problem, success, probably, except, stop, accord
 problem, success, probably, except, stop, accord

On page 2, the same procedure is followed with the words.

Summary Letter

At the end of each lesson, the teacher will dictate the summary letter, which contains all the new words that have been taught. In this part of the period, also, the brightest pupils may be sent to the board while the teacher may walk about the room and give individual help. Note posture, position of hand, penmanship, etc.

Review Practice in these Daily Plans

A great deal of review practice is provided in these daily plans by incorporating in each part of the lesson many review words. In the daily review letters occur words taught in the previous lesson or in the previous unit. The same is true of the sentences. In the summary letters will be found review words of the three previous units.

Twelfth Week

Unit 11

FIRST DAY

AIM—To present and drill on the expression of initial *w*.

REVIEW—Brief Forms. Dictate brief forms of Units 10 and 9.

PREVIEW SENTENCES—These sentences are based on brief forms and words of

Unit 10. They stress the brief forms *wish*, *one*, *once*, *woman*, since they are words in which the *oo*-hook has been used to express *w*. This serves as a preparation for the presentation of the new lesson.

None of the government force will *wish* to pay a carrying charge for this purchase, especially if you are sure that you do not *wish* to purchase enough to pull them through the rough season.

The skill and care with which this woman carried through all government charges, made us *wish* that a number of them would look for this position.

Remember, once for all, that the question is not if the truck can carry enough of this purchase, but clearly if you *wish* the truck to make the rough trip, especially with so full a load.

Is it true that you *wish* to charge this purchase of smooth furs or would you care to look at it, pay *one* of the sales force, and carry it home?

Do you remember the purchase of a number of food-stuffs you made from Mr. Moon, who *once* had a sure position on our sales force?

PRESENTATION SENTENCES—Based on review words and brief forms of Unit 9.

NOTE.—The words *wish*, *one*, etc. are used as a preparation for the first new word *width*. The teacher should explain that the *oo* heard in *wish* is for the *w* and the *ish* stroke for the *ish*. In the word *width* we do the same thing—*oo* for the *w* and *i-d-ih*.

(1) *oo* plus *e*.

- width* Do you wish the *width* of the roof to be a question of luck or do you expect it to be a question of skill plus care?
win With each purchase of a number of rugs you will *win*, if you have luck, an especially clear-cut crystal cup.
we *We* have none of the fruit you usually expect, but *we* are shipping by truck and charging you for sugar, cooking apples, and nuts.
weary We are *weary* looking for the smooth nook at the end of the rough lake which your cousin said was good for cooking our supper when on our canoe trip.

(2) *oo* plus *a*.

- way* We will go our own *way* and carry our own stuff and perhaps force enough other people to do the same thing.
wait *Wait* for the usual government charge and you will see that their purchase and carrying rate is so great that it surely must be overlooked.
wake In the *wake* of this lull in business usually comes a great deal of purchasing and selling.
wages It is clear that because of your skill in a dozen ways you expect an increase in *wages*.

(3) *oo* plus hook vowels.

- water* The smooth *water* of the lake has become rough and so we cannot take our canoe and have supper at our own little nook.
watch We shall *watch* for the skill you expect him to show and, if it is there, there will be no question but that he will have a good position here.
walk This *walk* is rough, and it is easy to lose things here.

wall A group of men wish to be taken on the force to make the *wall* near the government place.
wool The cur took the blue *wool*, and hid it in the oven.

(4) *wh*- combination.

wheat With great care this *wheat* will be made into food for us.
wheel The *wheel* of the truck was carried off because of the force of the crash.
whim Because of a foolish *whim* he threw up his position and at present he is looking for another one.

SUPPLEMENTARY WORDS—

<i>wa</i> -	<i>we</i> -	<i>wo</i> -- <i>wo</i> o-	<i>wh</i> -
weighed	wel	wash	whale
wave	wicked	wore	whip
wane	widow	wove	whirl
waste	women	wolf	whiff
wear	weep	woody	whittle

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 10-1.	Unit 11 through <i>fall</i> , seven times.
2—Words, Units 10, 9, 8.	Par. 98, seven times.
3—Sentences in class, three times.	Speed Studies, Pars. 64, 65, 66, 68, three times.
4—Letters in class, three times.	

SUMMARY—(1) Sentences based on presented words and review words and brief forms of Unit 9.

Will you agree to *wait* and *watch* the *width* of the *wall* they have already started to make near the *water*?
 The official asked me to *wake* him for my *wages* and not to *wait* until I am *weary*.
We will speak to the committee about the *way* they *wheel* the *wheat* to the express company in trucks. If you will agree to send the *width* of the floor I shall immediately send you the rate for the covering.
 The rate for making the *wall* and *walk* is as low as *we* agreed to make it.

(2) Letter.

Dear Sir:

I have a real regard for the *way* in which you managed the making of the *wall* and *walk* near the church. I do think that the workers' *wages* were too much, but I shall *wait* until the company raises the subject. *We* have⁴⁰ *watched* you, and *we* have seen you working even though you were *weary*.

Thank you.

Yours very truly, (56)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," sentences 1-10, page 43. Wilson's "Progressive Dictation," page 29, Par. 104.

SECOND DAY

AIM—To present and drill on the expression of *w* in the body of words.

REVIEW—Brief Forms. Dictate brief forms of Unit 10 and those of Unit 11 assigned for today.

PREVIEW SENTENCES—Based on material taught yesterday and also on Unit 10. Words with initial *w* are italicized.

We followed him in a body into the room of his house in order to hear his reply to the question of *weary* *wage-earners*.

There is no question but that it is his duty to bring the following things to this room in this house: a *watch*, a *whip*, some *wool* for *weaving*, and some fresh *wheat*.

They replied in a body that it was his duty to bring the *wicked* *weavers* into the room in question.

The *women* *waited* until the people felt that it was his duty to bring the good word before they went in a body to see the leader in his new house.

Is this the *weaver* in whose house so much *water* is *wasted* that his daughter must bring it from the well?

PRESENTATION SENTENCES—Based on words and brief forms of Unit 10 and those of Unit 11 presented thus far.

(1) *W* within words.

<i>quick</i>	The <i>quick</i> runner will bring the reply to you soon.
<i>queen</i>	The <i>queen</i> replied to the world that it was her duty to bring justice to the women in the following way.
<i>quit</i>	We will <i>quit</i> this wicked war in a body if no word is given us from the house of our chief.
<i>acquit</i>	The jury feels that it is its duty not to leave this room until the wage-earner has been <i>acquitted</i> .
<i>equity</i>	His <i>equity</i> in the wheat field is not so great today as it was last fall.
<i>queer</i>	She made the remark that it was <i>queer</i> that you should bring her a dress that would not wear or wash.
<i>twin</i>	The women weighed each of the <i>twins</i> .
<i>dwelt</i>	"Those who <i>dwelt</i> in glass houses should not throw stones."
<i>doorway</i>	The wheel is in the <i>doorway</i> of that room, and in that position can be broken easily.
<i>quote</i>	I <i>quote</i> rates on making a wall near the walk.
<i>squall</i>	The <i>squall</i> on that body of water was so great that word was given not to sail.

(2) *Sw*—It should be noted here that *s* is treated as part of the *w* and as such employs the *oo* instead of the dash. This blending of *s* with the following letter has been used before in discussing position of outline where *s* is considered part of the first consonant (*spell*, *space*, etc.).

<i>sweet</i>	It was a <i>whim</i> of hers to bring <i>sweet</i> stuffs to her house whenever she came.
<i>swim</i>	Her reply was that she would win the <i>swimming</i> meet even though there was a <i>squall</i> on the water.
<i>swell</i>	The <i>swell</i> of the waves was so great that the following warning was issued to the world.
<i>swift</i>	The <i>swift</i> carrier took the word to every house in the village even though it was a wet day.

SUPPLEMENTARY WORDS—

w expressed by a dash

twig
square
squeak
quickly
Broadway

sw—

sweep
switch
swear
swallow
Swedish

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 10-1.	Unit 11, seven times.
2—Words, Units 10, 9, 8.	Par. 98, three times.
3—Letter in class, three times.	Par. 99, seven times.
4—Sentences in class, three times.	Speed Studies 64-68, three times.

SUMMARY—(1) Sentences based on presentation words and review words and brief forms of Unit 8.

I heard that his *equity* in these shares will help to get him *acquitted* *quickly*.

I am *quoting* the company rates on all *sweetmeats* for those who *dwell* in this part of the country.

It is not *queer* that this *twin* would rather not *swim* in *swift* water.

The children were playing in the *doorway* of your *dwelling* yesterday until they became really weary. It has become necessary for the *queen* to prepare this subject *quickly* even though it is sooner than she wished it.

(2) Letter based on presented words and review words and brief forms of Unit 7.

Dear Sir:

I am sorry that the rates we *quoted* you so *quickly* the other day on *sweet* fruits were not received. It²⁰ is *queer* because we have never worked so *swiftly* and carefully before. It is possible that you will get the⁴⁰ rates in the mail today. We are, of course, sending you another group of rates and hope that you will *acquit* us of⁶⁰ blame in this matter.

Yours truly, (65)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 44, sentences 1-5. (2) Wilson's "Progressive Dictation," page 29, Pars. 103, 105.

THIRD DAY

AIM—(1) To present and drill on the expression of *ah*- and *aw*-. (2) To drill on phrases beginning with *we*. (3) To review Unit 11 through supplementary material.

REVIEW—Brief Forms. Dictate brief forms of Units 10 and 11.

PREVIEW SENTENCES—Based on words presented yesterday and preparatory words for today's presentation.

I suppose that we shall *wake* you and *wait* for further explanations about this *queer* report whether you like it or not.

We shall accept this report in this way because it would bring in too many explanations to question it further and I would like to be gone as soon as possible.

We *wake* him to report the nature of this particular acceptance and to explain it further before the reporter had gone.

Do you suppose that we care about the nature of this acceptance if it is only taken care of *quickly*?

Further explanations about this particular acceptance must be made in the nature of a formal report.

PRESENTATION SENTENCES—Based on words presented yesterday and preparatory words for today's presentation.

(1) *A* before *w* or *h*.

ahead I suppose you will get *ahead* quickly whether or not we watch you.

away I shall accept this explanation if you will go *away* quickly, and give me your equity in this business.

await We shall *await* your report before making any further explanations of this reply.

awake I suppose that when you *awake* you will ask for an explanation for his having gone.

awoke I *awoke* with a start and saw that the woolen quilt had been thrown over my body.

(2) Phrases employing *we*.—Dictate from Bisbee's "Dictation for Beginners," page 46, sentences 1-10, stressing *we* phrases.

REVIEW MATERIAL on Unit 11.—(1) Bisbee's "Dictation for Beginners," pages 46-47, Pars. 11, 12. (2) Wilson's "Progressive Dictation," page 31, Par. 110. (3) Markett's "Word and Sentence Drills," page 60, sentences 1-10.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 10-1.	Unit 11, seven times.
2—Words, Units 10, 9, 8.	Unit 11, five times.
3—Letters and sentences in class, twice.	
4—Write Par. 103 three times, and be prepared to read it at 80 words a minute.	

Study for brief-form test on Units 10 and 11.

FOURTH DAY

AIM—(1) To test the knowledge of brief forms of Units 10 and 11. (2) To furnish dictation practice. (3) To develop transcription ability.

REVIEW—Have the students read page 4 of their homework. Dictate it (Par. 103) again and again (having it read back each time) until the letter is written easily, quickly, and in good style.

TEST MATERIAL—(See Introduction for directions for marking.) (1) Twenty-five brief forms and phrases from Unit 11; 15 brief forms and phrases from Unit 10. (2)

Dictate, at 25 words a minute, sentences 1-5, page 59, Markett's "Word and Sentence Drills."

NOTE—Rollinson's "Diagnostic Testing" for Unit 11 may be substituted here.

SUPPLEMENTARY DICTATION—(1) Markett's "Word and Sentence Drills," page 61, letter. (2) Bisbee's "Dictation for Beginners," page 45, Par. 14; page 47, Par. 13. (3) Wilson's "Progressive Dictation," pages 29, 30, Pars. 106, 108.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 10-1.	Unit 11, seven times.
2—Words, Units 10, 9, 8.	Unit 11, five times.
3—Additional dictation material, three times.	
4—Speed Studies, Pars. 57 through 68, seven times.	

Study for test on Units 10 and 11.

FIFTH DAY

AIM—(1) To test knowledge of Units 10 and 11. (2) To furnish additional dictation practice. (3) To develop transcription ability.

REVIEW—Brief Forms. Dictate brief forms of Units 10 and 11.

TEST MATERIAL—(1) Twenty-five words from Unit 11; 15 words and brief forms from Unit 10. (2) Dictate at 25 words a minute Par. 109, page 30, Wilson's "Progressive Dictation."

NOTE.—If Rollinson's test was used yesterday, this part of the period should be used to drill on words most of the class wrote incorrectly.

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 44, Par. 14; page 45, Par. 15. (2) Wilson's "Progressive Dictation," page 30, Par. 107. (3) Markett's "Word and Sentence Drills," pages 59-60, sentences 6-20.

ASSIGNMENT—

- Page 1—Brief forms and phrases, Units 11-1, twice.
2—Words, Units 11-1, once.
3—Additional dictation practice, three times.
4—Par. 103, three times.

Thirteenth Week

Unit 12

FIRST DAY

AIM—(1) To teach the method of expressing *y*. (2) To teach the method of expressing the sound *ng*, as in *ring*, and the sound *nk*, as in *bank*.

REVIEW—Brief Forms. Dictate brief forms of Units 10 and 11.

PREVIEW SENTENCES—

Explaining the situation any further would be a mere waste of time.

We are not supposed to know the nature of that particular report.

The women who owned the house remarked that they would not sell it for the world.

She quoted many parts of Shakespeare word for word. When I am away, it will be your duty to reply to all letters.

PRESENTATION SENTENCES—

yacht	On whose <i>yacht</i> are you planning to take that trip?
yawn	We could tell by his <i>yawning</i> that he was not going to keep awake during the speech.
yoke	He replied that he could not sever the <i>yoke</i> that bound him to his country.
youth*	Not a word was received as to where the <i>youth</i> had gone.

* Y has the sound of long-*e*, and, when followed by a hook vowel, is expressed by the small circle.

yet Do you know whether the youth has come back *yet*?

year We generally accept without question the *yearly* report drawn up by the committee.

yarn Did you bring any *yarn* for my sweater?
yellow They said at the store that they had no more *yellow yarn*.

Note the distinction between the execution of the joined circle and the *ye* and *yo* loops.

NOTE.—Dictate Par. 69, page 61, Speed Studies.

spring†	Do you think business will be any better in the <i>spring</i> ?
wrong	It was <i>wrong</i> of the youth not to bring back the report.
bank	The officials remarked that more money was being put into the <i>banks</i> .
blank	If you go to the bank, will you please bring back some <i>blanks</i> for me.
sanction	We do not believe the city will <i>sanction</i> your acceptance of the gift.

† The dot for *ing*, with the exception of the brief forms for *thing*, *think*, *thank*, is invariably used for the suffix *ing*. When it is not used as a suffix, *ing* is expressed by the lowered *n*.

NOTE.—Practice Par. 70, page 61, of Speed Studies.

SUPPLEMENTARY WORDS—Dictate words of Par. 105 not presented in sentence form.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 11-4, once.	Pars. 108 and 109, first two columns, five times.
2—Words, Units 11 and 10, once.	Pars. 104, 105, seven times.
3—Letters in class, three times.	
4—Sentences in class, three times.	

SUMMARY—(1) Sentences.

I know I am not *wrong* in telling you that the officials of the *bank* will *sanction* the loan.
 If I earn more money this *year*, I shall travel all over the world.
 We cannot let that *yellow yacht* get ahead of us.
 Please fill in the *blank* spaces of the report with the information called for.
 The wages in this shop have not been lowered as *yet*.

(2) Letter.

Dear Sir:

You are *wrong* in saying that we are overparticular about the loan you wanted for the purchase²⁰ of a *yacht*. It is the business of all *banks* to be particular. We have not as *yet* heard from your references,⁴⁰ but because you have been putting your money here steadily during the *year*, the officials have agreed to⁸⁰ *sanction* the loan.

Please fill in the information called for on the attached *blank*.

Yours truly, (76)

SUPPLEMENTARY MATERIAL —
Gregg Speed Studies, Pars. 69 and 70.

NOTE.—To provide for continuous review the preview sentences contain review words of Unit 11, the presentation sentences contain review words of Unit 11, and the summary sentences and letter contain review words of Unit 11.

SECOND DAY

AIM—(1) To teach the method of expressing the prefixes *en*, *in*, *em*, *im*, and *un* when followed by a consonant, and when followed by a vowel. (2) To teach the method of expressing the prefix *ex*.

REVIEW—Brief Forms. Dictate brief forms of Unit 11, and words, brief forms, and phrases of Unit 12 assigned thus far.

PREVIEW SENTENCES—

We have no *immediate* need for any more help, but we *expect* to *employ* some men in the spring.
 We have not come to the *important* work as yet.
 I *expect* some day to work in the Chase National Bank.
 He *expressed* the opinion that the yacht was leaking.
 Can you *explain* the cause of this year's panic?

NOTE.—These are called preview sentences because in addition to containing review words and brief forms, they also have words that serve as an introduction to what is being taught.

PRESENTATION SENTENCES—

infer One would *infer* from the communication that the people had no faith in the bank.
envy The banker *envied* the strength of the young employee.
impression I received the *impression* that there was something wrong with the youth.
emphasis It seems to me that you are placing too much *emphasis* on questions of the least importance.
indeed The bill was *indeed* too much.
*emotion** We have no place in this office for *emotional* women.

* The prefixes *en*, *in*, *em*, and *im* are written without a vowel only when followed by a consonant.

unseen The communication among the children was *unseen* by the teacher.
examine If you will *examine* the communication, you will notice that it lacks the list of names wanted.
excess *Excess* in eating is not healthful.
expense I do not care to go to the *expense* or effort of making those plans.

NOTE.—Dictate prefix drill, Par. 71, page 62, Speed Studies.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 11-4, once.	Pars. 108 and 109, five times.
2—Words, Units 11 and 9, once.	Pars. 104 and 105, three times.
3—Sentences in class, three times.	Par. 106 to <i>lovingly</i> , seven times.
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

You are expected to *examine* your purchases before you leave the store.
 At the convention the usual *emphasis* was placed on the care of the teeth.
 On losing his position he displayed *excessive emotion*.
 I was under the *impression* that I could have my purchases charged here.
 The question of *expense* was brought up before the committee.

(2) Letter.

Dear Sir:

We are sending you a book that is making an excellent *impression* on everyone. You will notice²⁰ when you *examine* it that the author has laid particular *emphasis* on everyday questions. It⁴⁰ is *indeed* a remarkable book.

As the book sells for only one dollar, the *expense* incurred in the purchase⁸⁰ of one would be very small.
 Very truly yours, (69)

SUPPLEMENTARY MATERIAL—
Speed Studies, page 62.

NOTE.—To provide for continuous review the preview sentences contain the words presented Monday, the presentation sentences contain words presented Monday plus brief forms assigned for Tuesday, and the summary letter and sentences contain brief forms of Unit 10.

THIRD DAY

AIM—(1) To teach the method of expressing the suffixes *ingly* and *ings*. (2) To teach the method of distinguishing the negative forms of words beginning with *n* or *m* from the positive forms.

REVIEW—Brief Forms. Dictate words and brief forms of Unit 12.

PREVIEW SENTENCES—

The youth is *saving* to go to college.
 What effect did the *meeting* with the great banker have on the youth's character?
 If you are not *willing* to answer the questions I ask, please say so.

I *noticed* yesterday that the famous banker had returned.

Is it *necessary* to have experience to get that position?

NOTE.—While *ing* is expressed by a dot, *ingly* is expressed by a small circle in the *ing* position, and *ings* by a left-*s* in the *ing* position.

PRESENTATION SENTENCES—

<i>seemingly</i>	The banker is <i>seemingly</i> a friendly person.
<i>exceedingly</i>	Experience in business is an <i>exceedingly</i> good thing to have.
<i>meetings</i>	The <i>meetings</i> this year have been too great an expense.
<i>savings</i>	The youth has all his <i>savings</i> in the First National Bank.
<i>evenings</i>	As yet there are no banks in this city open in the <i>evenings</i> .
<i>mornings</i>	She complained that her <i>mornings</i> were always taken up with house-work.
<i>unknown</i>	Many of the songs Miss Talley sang were <i>unknown</i> to me.
<i>unnoticed</i>	I was under the impression that my return was <i>unnoticed</i> .
<i>unnecessary</i>	The youth in a <i>seemingly</i> friendly manner made several <i>unnecessary</i> remarks.

SUPPLEMENTARY DRILLS—(1) Practice for a few moments the brief-form derivative drill on page 62, Par. 72 of Speed Studies. (2) Drill on the negative and positive forms of the words in Par. 107. (3) Dictate the 1,000 commonest words—words 1 to 50, Par. 73, page 63 of Speed Studies.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 11-4, once.	Pars. 108 and 109, three times.
2—Words, Units 11, 8, once.	Speed Studies, Pars. 74 and 75, three times.
3—Letters in class, three times.	Pars. 104 and 105, three times.
4—Sentences in class, three times.	Pars. 106 and 107, seven times.

SUMMARY—(1) Sentences.

You will be asked to represent this company at all future *meetings*.
Some of the officers of the club are *exceedingly* unfriendly.
The thief ran away with the youth's *savings*.
The thief walked by totally *unnoticed* by the officer.
I read some *exceedingly* good stories by an *unknown* author.

(2) Letter.

Dear Sir:

After several *meetings*, the officials of the First Savings Bank agreed to have the bank open two²⁰ *evenings* a week, as well as *mornings* and afternoons.

This will make it *unnecessary* for your employees to⁴⁰ take time off from work to cash their pay checks.

We know you will be pleased to get this information.
Very truly yours, (60)

NOTE.—To provide for continuous review the preview sentences contain words and brief forms of Unit 12, the presentation sentences contain words and brief forms of Unit 12,

and the summary letter and sentences contain in addition to Unit 12, the words and brief forms of Unit 9.

SUPPLEMENTARY MATERIAL — Gregg Speed Studies, pages 62 and 63.

FOURTH DAY

AIM—(1) To test knowledge of brief forms of Units 11 and 12. (2) To give dictation practice. (3) To develop transcription ability.

TEST MATERIAL—(1) Brief Forms. Forty brief forms and phrases of Units 11 and 12. (2) Letter. Par. 117, page 33, Wilson's "Progressive Dictation," to be marked for transcription and spelling.

—or—

Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand," Test on Unit 12.

(3) Dictation—Pars. 114 and 116 of Wilson's "Progressive Dictation," for oral transcription.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 11-3, once.	Pars. 108 and 109, three times.
2—Words, Units 11-7, once.	Pars. 104-107, three times.
3—Reading and Dictation Practice, page 59 of the Manual. Be prepared to read it at 100 words a minute in class.	
4—Write Writing Practice on page 60 of the Manual, once.	

SUPPLEMENTARY DICTATION—Wilson's "Progressive Dictation," pages 32 and 33.

FIFTH DAY

AIM—(1) To test knowledge of Units 11 and 12. (2) To give dictation practice. (3) To develop transcription ability.

READING PRACTICE—Read plate on page 59 of the Manual assigned for today.

TEST MATERIAL—(1) Ten brief forms and 30 words from Units 11 and 12. (2) Par. 115, page 33, Wilson's "Progressive Dictation," to be marked for transcription and spelling.

NOTE.—If Rollinson's test was used yesterday, the teacher should use this part of the period for drill on words written incorrectly (remedial teaching).

(3) Dictation—For oral transcription, Pars. 112 and 113, Wilson's "Progressive Dictation." Dictation."

ASSIGNMENT—

Page 1—Write Review brief forms Units 12 through 5, once.
2—Write Review words Units 12 through 5, once.
3-4—Read Reading and Dictation Practice, pages 65-66, Speed Studies; write the transcription once, and the shorthand outlines twice.

SUPPLEMENTARY DICTATION—
Pages 32 and 33, Wilson's "Progressive Dic-
tation."

Fourteenth Week

Unit 13

FIRST DAY

AIM—(1) To teach the method of ex-
pressing the diphthongs *u* and *ow*. (2) To
drill on the correct formation of these diph-
thongs.

REMEDIAL DRILL—Drill on words of
test which most of the students wrote in-
correctly.

PREVIEW LETTER—

Dear Sir:

Can *you* tell us anything about the character and
experience of Frank Silver? In a recent²⁰ talk with
us, the *youth* stated that he worked for you for two
years, and that *you* were more than satisfied with him.
We are⁴⁰ under the impression that he will fill the
present vacancy in the bank to our satisfaction. What
is *your*⁶⁰ opinion?

Very truly yours, (66)

NOTE—This is called a preview letter because, in addition
to containing review words and brief forms, it contains words
that will serve as an introduction to what is being taught. Re-
view the following words: *usual, we, way, yacht, gown, yoke,*
wet, wait, weed, wade, etc.

We cannot emphasize too much the importance of a penman-
ship drill in Unit 13, and *plenty* of blackboard illustrations.

PRESENTATION SENTENCES—(1)

Note that the diphthong *u* is a combination
of *e* and *oo* and is expressed by these vowels in
their sounded order. Practice several lines
of *e, oo, u*. In the formation of the diphthong
u, note particularly that the *e* is not a part
of the *u*, that is, if the *e* were erased from the
diphthong *u*, it should leave a perfectly deep
and narrow untouched hook vowel.

<i>acute</i>	The youth suffered <i>acute</i> pains.
<i>unit</i>	The class completed 36 <i>units</i> during the year.
<i>few</i>	A <i>few</i> of the women in this room are making no effort to get ahead.
<i>view</i>	We think the <i>view</i> from the yacht is very picturesque.

(2) The diphthong *ow* is a combination of
a and *oo* and is expressed by these vowels in
their sounded order. Practice several lines
of *a, oo, ow*. In the formation of the diph-
thong *ow*, note particularly that the *a* is
not part of the *u*, that is, if the *a* were erased
from the diphthong *ow*, it would leave a
perfectly deep and narrow untouched hook
vowel.

Practice several lines of *u* and *ow*. Note
that *ow* differs from the diphthong *u* only in
the size of the circle vowel.

<i>now</i>	The youth is <i>now</i> waiting in the First National Bank.
------------	--

<i>voucher</i>	We do not think the <i>voucher</i> is correct.
<i>powder</i>	Headache <i>powders</i> will do you no good, and may do much harm.
<i>mouth</i>	We fish at the <i>mouth</i> of the river.
<i>vow</i>	A <i>vow</i> made in good faith, whether in business or elsewhere, ought to be kept.
<i>blouse</i>	The cloth in this <i>blouse</i> does not seem to be very strong.

Drill on the correct formation of diph-
thongs, and also on their sounds.

SUPPLEMENTARY WORDS—Dictate
words containing the diphthongs *u* and *ow*.
These words are found in Par. 79 of Speed
Studies.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 12-4, once.	Par. 115, first 2 columns, seven times; Par. 113 through word <i>bough</i> , seven times.
2—Words, Units 12 and 11, once.	Words dictated in Par. 79, Speed Studies, seven times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

The bill for the *blouse* you bought here is long past
due.

We can complete a *unit* of work in five days with
little effort.

We shall return all the *vouchers* to you in a few days.
I can get some very picturesque *views* with my
camera.

The bank cannot sanction your taking a vacation *now*.

(2) Letter.

Dear Sir:

In answer to your recent letter, we are sorry to
inform you that we cannot employ you in our²⁰ bank
now. If you will communicate with us again in a
few months, we may have a position for you. In
your⁴⁰ next letter please let us know just what your
experience with *vouchers* has been.

Very truly yours, (57)

SUPPLEMENTARY DICTATION—Bis-
bee's "Dictation for Beginners," pages 55 and
56.

SECOND DAY

AIM—(1) To teach the method of ex-
pressing the diphthong *oi*. (2) To drill on the
correct formation of this diphthong.

REVIEW—Dictate brief forms of Unit 12
and words and brief forms of Unit 13
assigned thus far.

PREVIEW LETTER—

Dear Sir:

This is in reference to your recent order for voucher
blanks, which, of course, we shall be glad to fill.

There²⁰ is a small sum of fifty dollars, which, as

we have pointed out to you before, has been due a long time. May we⁴⁰ have a check for it in a few days?

Very truly yours, (50)

NOTE.—Emphasize the importance of forming the diphthong *oi* correctly.

PRESENTATION SENTENCES—The diphthong *oi* is a combination of *aw* and *e*, and is expressed by the hook vowel *o* and the circle vowel *e* in their sounded order. Practice several lines of Par. 78, page 69 of Speed Studies, illustrating the correct formation of the diphthongs *u*, *ow*, and *oi*. In writing the diphthong *oi*, note that if the *o* were erased, it would leave an untouched *e* circle vowel.

<i>annoy</i>	I was very much <i>annoyed</i> to find out that the voucher had been made out incorrectly.
<i>noise</i>	The <i>noise</i> in this office is very annoying.
<i>oil</i>	<i>Oil</i> lamps are not used very much now for lighting purposes.
<i>choice</i>	He had a <i>choice</i> of working on a salary or on a commission basis.
<i>enjoy</i>	The factory workers <i>enjoyed</i> their annual outing.
<i>join</i>	Are you planning to <i>join</i> the Commerce Club now?
<i>boy</i>	We do not employ young <i>boys</i> in our bank now.
<i>voice</i>	Keep your <i>voice</i> low and clear when you talk.
<i>boiler</i>	The class was very much annoyed by the noise from the <i>boiler</i> room.
<i>noisy</i>	There are now only a few <i>noisy</i> workers in this office.

SUPPLEMENTARY WORDS—Dictate words containing the diphthong *oi*, Par. 79, page 70 of Speed Studies.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 12-4, once.	Pars. 115 and 116, seven times.
2—Words, Units 12 and 10, once.	Par. 113 through word "voice," seven times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

The *boy* was too weary from work to *enjoy* the play. The *boiler* took up too much space in the room. It pays to be particular about the clubs you *join*. I suppose the mayor was very much *annoyed* at the nature of the report. We cannot work in such a *noisy* room.

(2) Letter.

Dear Sir:

During the past few weeks I have been very much *annoyed* by *noises* coming from the rear of the house.²⁰ Although I spoke to you about this several times, you did nothing in particular to remedy the situation.⁴⁰

I therefore feel it my duty, now, to inform you that I am moving the first of next month. I want you⁶⁰ to know that I have *enjoyed* living here, but that the presence of this *noise* offers me no other choice than that of⁸⁰ moving.

Very truly yours, (85)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," first five sentences, page 56.

NOTE.—To provide for continuous review, the preview letter contains review words of yesterday's presentations; the presentation sentences contain review words of yesterday plus brief forms assigned for today, and the summary letter and sentences contain review words and brief forms of Unit 11.

THIRD DAY

AIM—(1) To teach the method of expressing the diphthong *i*. (2) To teach the method of joining the diphthong (a) inside curves; (b) outside angles; (c) between opposite curves; (d) before, after, and between straight lines; (e) in a few words when it is the initial letter.

REVIEW—Brief Forms. Dictate brief forms of Unit 12, and brief forms and words of Unit 13 assigned thus far.

PREVIEW LETTER—

Dear Sir:

I am sorry to hear that the *light* in your kitchen is still not working. Naturally you are annoyed²⁰—you have the *right* to be. I shall see to it that the *wires* are fixed today, and that your *light* is again in working⁴⁰ order before *night*.

Very truly yours, (47)

PRESENTATION SENTENCES—The diphthong *i* is the long sound *i* as compared with the short *i* sound expressed by the circle *e*. The diphthong *i* is expressed by the broken circle.

Emphasize the importance of forming the diphthong correctly. Note that the method of joining the broken circle *i* is exactly the same as the unbroken circle, except in special cases.

The diphthong *i*, like any other circle, is written *inside* curves. Note how the diphthong is written in the words below.

<i>try</i>	If you will <i>try</i> using this kind of wire, you will find it very satisfactory.
<i>supply</i>	I cannot <i>supply</i> you now with the kind of oil you desire.
<i>comply</i>	Kindly <i>comply</i> with my wishes in the future.

SUPPLEMENTARY WORDS—(1) Dictate *fly*, *lie*, *apply*, *cry*, and *try*.

NOTE.—The diphthong *i* is written outside angles. This particular type of joining needs special attention and much drill.

<i>size</i>	This blouse is not the right <i>size</i> for you.
<i>realize</i>	Please <i>realize</i> that I would gladly sell you the blouse if I had the right size.

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file We now have your letter on *file*.
white Please send me six *white* blouses, size 38.

(2) Dictate *size, says; fail, file; weight, white; praise, price; ways, wise; tape, type; niece, nice; pipe, final, drive, design, dining, twice, and excited.*

NOTE.—The diphthong *é* is written on the back of the first curve between opposite curves.

fiber These stockings are made of silk *fiber*.

NOTE.—The diphthong *é* is written with a right motion when joined to a straight line.

tie I think the boy will enjoy wearing this *tie*.

NOTE.—The diphthong *é* is written with a right motion between straight lines.

miners Miners get very low wages for the type of work they do.

dyed We can have this tie *dyed* the color you want.

NOTE.—In a few words like *hyphen, wire, higher, Irish, while, ice, and icy, the initial long-i has a special type joining. Drill for a few moments on these words.*

hyphen Few people know how to use the *hyphen* correctly.

(3) Dictate the broken-circle word drill, page 71, Speed Studies.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 12-4, once.	Pars. 114-116, seven times.
2—Words, Units 12 and 9, once.	Par. 113, seven times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

NOTE.—Before beginning the word assignment, classify the words containing the diphthong *é*, according to rule, *i.e.*, inside curves, outside angles, etc.

SUMMARY—(1) Sentences.

There are a number of positions open to those who *try* to get ahead.

I expect you to take good care of the *files*.

This *white* blouse is not the same as the one I purchased.

Do you *realize* that you are not making use of your charge account?

If you wore the right *size* shoes, your foot would not hurt you.

(2) Letter.

Dear Sir:

We are very sorry that we cannot supply you with the *white* blouse, style No. 643,²⁰ in the *size* you ordered. It is rather late in the season, as you probably *realize*, and we have very⁴⁰ few *sizes* left.

Very truly yours, (46)

SUPPLEMENTARY DICTATION—Wilson's "Progressive Dictation," Par. 119, page 35.

NOTE.—To provide for continuous review the preview letter contains review words and brief forms of Unit 13; the

presentation sentences contain review words of Unit 13, and the summary sentences and letter contain review words and brief forms of Unit 10.

FOURTH DAY

AIM—(1) To test knowledge of brief forms of Units 12 and 13. (2) To give dictation practice. (3) To develop transcription ability.

TEST MATERIAL—(1) Brief Forms—40 brief forms and phrases of Units 12 and 13. (2) Letter—Par. 14, page 59, Bisbee's "Dictation for Beginners," to be marked for transcription and spelling. —or—

Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand," Test on Unit 13. —or—

Twenty-five words and 15 brief forms, followed by 10 sentences containing words and brief forms.

(3) Dictation. Dictate Pars. 17-19, page 71, Bisbee's "Dictation for Beginners," for oral transcription.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 12-4, once.	Pars. 114-116, seven times.
2—Words, Units 12 and 8, once.	Par. 113, five times.
3—Reading and Dictation Practice—page 64 of the Manual. Be prepared to read at 100 words a minute in class. Write shorthand outlines twice.	
4—Penmanship practice, Gregg Speed Studies, Pars. 79-81, three times.	

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," brief-form drill, page 58.

FIFTH DAY

AIM—(1) To test knowledge of Units 13 and 12. (2) To give dictation practice. (3) To develop transcription ability.

READING PRACTICE—Read plate on page 64 of the Manual assigned for today.

TEST MATERIAL—(1) Ten brief forms and 30 words from Units 12 and 13. (2) Letter—Par. 120, page 35, Wilson's "Progressive Dictation," to be marked for transcription and spelling.

NOTE.—If Rollinson's test was used yesterday, the teacher should use this part of the period for drill on words written incorrectly (remedial teaching). —or—

If the brief form word and sentence test was given yesterday, part of this period should be used for drill on words written incorrectly (remedial teaching).

(3) Dictation. Dictate for oral transcription Pars. 121 and 122, pages 35 and 36, Wilson's "Progressive Dictation."

(Continued on page 143)

EDITORIAL COMMENT

ON SUNDRY TOPICS

Right Down the Center

OR

How to Make a Mountain Out of a Molehill

IN observing the work of teachers in the classroom and in discussing teaching problems, one of the most striking characteristics is the apparent lack of perspective. There is an evident confusion of major and minor skills.

As an illustration, take the matter of centering a heading. Centering, as such, is a minor skill. It is a very simple problem. There are so many spaces on the typewriter scale. If a heading is ten spaces long, we will say, obviously five spaces on each side of the center of the scale will be required for the heading. How well this principle will work depends, of course, on whether or not students are taught how to place the paper in the machine so that the center (lengthwise) of the sheet registers exactly with the middle of the scale. "Standard Paper Insertion" is described in *Gregg Typing, Techniques and Projects* in six easy steps, as follows:

Step 1. By creasing a full-sized sheet the long way, or a half sheet the short way, find the middle of the sheet. Then unfold the sheet.

Step 2. With the carriage release, set the carriage so that the printing-point indicator points to 40 on the front scale.

Step 3. Insert the paper, 8½-inch edge down, behind the paper cylinder so that the crease *lines up with the type-bar guide*. Roll in the paper with a single twist of the fingers and hand. Use no arm-movement.

Step 4. If necessary, straighten the paper,

using the paper release. Keep the crease centered behind the type-bar guide.

Step 5. Set the inside edge of the paper-edge guide flush with the left edge of the paper. *Hereafter, always insert the paper with its left edge touching this edge of the paper-edge guide.* This insures uniform standard paper insertion unless the guide is moved.

Step 6. Set the paper clamps so their rollers rest on the edges of the paper. If your machine has a paper bail, slide the two rollers along the bail so that they will divide the width of the paper approximately into thirds.

The odd space resulting from this plan can be disregarded, since the "off-centering" by one space is hardly perceptible to the naked eye.

This question of centering should be tied up with length of line and margins, because the principle is exactly the same, whether we have to center a four-space word or a 60-space line.

Now, what happens in the school? The teachers make a mountain out of a molehill. They surround a simple problem with so much explanation and mathematics that the student is utterly bewildered. Centering is one of those things in which an ounce of demon-

stration is worth a pound of explanation. To make centering still more simple, take a "slant" at the table running down the middle of this page; it gives the starting and stopping points for lines of any length. It prevents strain on

LINE-LENGTH AND
CENTERING TABLE

Spaces in Line or Heading	Beginning and End of Line
2-3	39-41
4-5	38-42
6-7	37-43
8-9	36-44
10-11	35-45
12-13	34-46
14-15	33-47
16-17	32-48
18-19	31-49
20-21	30-50
22-23	29-51
24-25	28-52
26-27	27-53
28-29	26-54
30-31	25-55
32-33	24-56
34-35	23-57
36-37	22-58
38-39	21-59
40-41	20-60
42-43	19-61
44-45	18-62
46-47	17-63
48-49	16-64
50-51	15-65
52-53	14-66
54-55	13-67
56-57	12-68
58-59	11-69
60-61	10-70
62-63	9-71
64-65	8-72
66-67	7-73
68-69	6-74
70-71	5-75
72-73	4-76
74-75	3-77
76-77	2-78
78-79	1-79
80-81	0-80

the mental apparatus, and is more accurate. Then there is the minor operation of inserting paper. Because George Hossfield or some other champion spent hours, weeks, perhaps months, learning to feed the paper in the machine and remove it in a flash, does it follow that the office stenographer must acquire the same skill? There is little, if any, parallel in the two situations. The speed writer's one objective is to type correctly as many words as possible in a given time. To remove a sheet quickly and insert a new one is of very great importance. But what happens in the case of an office stenographer? To type page after page of manuscript, letters, or what not without making carbon copies is very rare. Can one apply the expert paper inserter's technique with a pack of carbons? Hardly. Of vastly greater importance is the ability to insert the paper and carbons accurately, smoothly, so that the typist's work may be a continuous operation. Overemphasis on minor skills is wasteful of time. The major skills should be looked after constantly—correct operation of the keyboard, throwing the carriage smoothly, so that the tapping of the keys is continuous. The importance of the correct carriage throw will be appreciated if we consider that in typing fifty-four single-space lines to a page, the carriage must be returned fifty-three times! If the proper way of doing these things is not impressed upon the student, much time will be unnecessarily wasted.

How many students are able to follow or interpret instructions, to dramatize, if you please, what is called for in the instructions, or to initiate necessary activities in connection with them. A survey was recently made of "Occupational Interests and Personality Requirements of Women in Business and the Professions." Data was submitted as the result of a questionnaire answered by 14,000 women in business, with an average business experience of thirteen years—a mature group with mature judgment.* The characteristics of a segregated group—skilled stenographers—were listed. What was the quality rated to be of the highest value? The ability to follow instructions! Following instructions means a certain degree of interpretive ability—common sense. If, for example, Mr. Employer says, "Get from the files the letter to Mr. William Hawks, dated January 5," the employer is not expected to furnish a blue print and a movie-talkie of the operation. It should not be necessary for him to say, "Leave your seat, turn right to the file, pull out the drawer marked *A-H*; back of the

guide marked *Ha*, you will find a folder marked *Ha-Hd-30*"—and so on *ad infinitum*. How is the student expected to develop ability to follow instructions unless he is given problems to solve? In "Rational Typewriting," and in the new series of "Gregg Typing" texts, this question of following instructions is stressed for the very purpose of developing this ability.

Another point that is magnified by many teachers is the necessity for turning in "perfect copies" of strictly technique practice—practice that is intended to develop certain technical skills—reaching, stroking, word-pattern fixating, etc. Passing judgment on this kind of work is a matter of observation on the part of the teacher, whose aim should be to discover whether or not the student is using the correct method and to offer suggestions for improvement when errors in method are spotted. Obviously the copy does not reveal this information. It merely shows that wrong keys are struck or letters are transposed. It does not go to the root of the matter.

The so-called correcting of errors, unless the teacher knows the causes for the errors, is more or less a waste of time. Under this procedure students get into the state of mind of the boy who described the correct way of making toast was first to burn it and then scrape it; he had never seen it done in any other way. It is bad psychology to keep students ever aware of errors through "corrective" drills, analysis charts, graphs, red ink, and records of various kinds. It is destructive instead of constructive. "I can do" is a thousand times better than "I wonder if I can."

One of the most fruitful sources of inefficiency in typing is getting ready for the actual work. It would be interesting to put a stop watch on the actual time elapsing after students get seated before any effective typing is done. There is always more or less fussing around. A good antidote to this is to reduce the matter to a formula very early in the typing experience. Best methods should be emphasized.

After all we must keep our main objective—*training for the job*—constantly in view. We must learn to evaluate and get into correct perspective the factors that contribute to this end. For a long time, for example, we have been going through an epidemic of "speed" training. We have been laboring under the obsession that building up skill in typing the greatest possible number of words in a given time would develop expert stenographers or secretaries. We did not ask ourselves what relation this kind of training had to the work of a typist in an office. We assumed that this skill could be applied immediately in practical problems. "Speed" training had one undesirable value—motivation. It introduced

* The matter of this survey is gone into fully in an article by Mrs. Francis Effinger Raymond, manager of our San Francisco and Orient office, which will appear in an early number.

a competitive interest that increased production. But the technique thus gained was not usable in the majority of cases, because students spent so much time on the one matter of gaining "speed" that its application to prac-

tical problems was more or less lost sight of. Now we are rapidly coming back to our main problem of developing typing skill along with its application in the stenographic job. It is a promising trend.
—R. P. S.



Are You Making a Good Job of Your Stenographic Training?

Re-introducing the New Transcription Project in the "Gregg Writer"

A TRANSCRIBING drill, or project, similar to the one published in the *Gregg Writer* this month will be published each month hereafter. It is primarily a transcription speed test, but may be used in any way a teacher sees fit—either as reading matter or as a dictation test.

The results of the transcription test may be used effectively by the teacher not only as a basis for grading the students' transcription progress each month, but to impress upon them the importance of greater accuracy and speed in all of their transcribing. If they transcribe this plate faster than they can transcribe their own notes, attention should be called to the necessity for improving their own notes. The notes given as the test are not "perfect" from the standpoint of style—they were actually written from dictation—but they represent a good practical style of writing such as any student can and should acquire.

The Objective

The project requires neatness, exactness, accuracy and speed in working it out. The letter must be written only once, and only usable, or *mailable*, letters should count. The production value of a stenographer's output depends upon the rapidity with which he can transcribe his notes. If the transcription is not usable, or is the result of two or three attempts, it has little or no production value to the business man. Teachers should bear this in mind when training students for stenographic work. They should be constantly aware of the fact that they are developing skill workers who must be capable of producing right from the start in the business office. There can be no apprenticeship in stenographic service. That should take place in the classroom, largely through exercises such as these. Transcription speed must be built on a foundation of accuracy in shorthand writing and reading, and in typing.

If your students have not had practice in

this type of work, you may see a great variation in the transcribing speeds. That has been true in schools throughout the country. Some students rate very high in speed and accuracy, and others in the same class considerably lower. This should not discourage you. The results may reveal weaknesses that specific projects will overcome; for instance, lack of fluency in reading notes, inaccurate typing, poor spelling, or limited vocabulary. These are important factors of a student's stenographic training, and teachers should be on the alert to discover them through an analysis of his transcription production and to assign remedial exercises. In this way only can they be confident of doing a good job of stenographic training.

Last year we asked teachers interested in the study now in progress here—the place of transcription in the stenographic course, rates of transcription speed at various points of the work, and the relative bearing on transcription speed and accuracy of facility in reading notes, typing speed and skill, ability to spell, etc.—to give the test in accordance with the suggestions published, and report to us. It seems, however, that because of the great variation in results, many teachers felt hesitant about sending results to us. A wide range of abilities is natural in a phase of training that has had comparatively little attention up to this time. Do not let this worry you—please send your reports to us on the new tests. The transcripts themselves are *not* to be sent us for review.

Suggestions for Conducting Tests

We suggest that the tests be handled in the following manner: First, have the students read the letter over once, cautioning them against inserting any longhand in the notes. If you wish to limit the reading you may do so, but this preliminary reading is not to be included in the transcribing time, since it is to offset the familiarity with the subject matter that dictation affords.

In order to have the tests uniform, timing should begin after the paper is in the machine and as soon as the student is ready to strike the *first* letter or key. It should stop when he has completed the stroking of the last letter or key. It will be sufficient to know the transcribing time to the half-minutes only. If a student finishes within 15 minutes and 35 seconds, he should be credited with 15½ minutes as his transcribing time. At low transcribing speeds on sufficiently long tests, accurate timing to the second does not allow of a significant difference in rate.

The test must be limited to one writing. The student may use the dictionary to look up the spelling of a word, if he so desires. Errors should be listed under three headings, and the transcripts rated as *usable*, *correctable*, or *unusable*, as follows:

Typing Errors—To include all typographical errors under Competent Typist rules, except omission of words, transposition of words, and insertion of words. Three erasures will be allowed and not charged for, *if neatly done*. All other erasures should be charged as one error for each erasure.

Transcribing Errors—To include misreading of words, omission of words, insertion of words, transposition of words, and failure to use indicated punctuation.

Spelling Errors—To include misspelled words and incorrect division of words at the end of lines.

The test letter should then be evaluated as *usable* (practically perfect transcript), *correctable* (a slight or minor error that can be cor-

rected without rewriting), or *unusable* (letter that must be rewritten).

Your report should contain, in addition to your name as teacher, the school, city and state, the date on which the test is given, and the following information: Length of time students have been studying shorthand and type-writing, and the length of time they have been transcribing; then the records the students make on the tests.

Writing up this report will be a good project for one of your advanced students! It should be made clear to him that he must check carefully the completed work to see that he has made no errors in spelling of names, figures, etc.

How Do Your Students Measure Up?

The results of this test, as shown by this data, ought to be most interesting and enlightening to teachers themselves in determining the value of their present transcription plan and in suggesting transcription programs. If the results are not as satisfactory as desired, other pages from the magazine may be used as transcription drills or projects—indeed, we would suggest at least one of these tests every week until greater uniformity of production is obtained in the class. The tests published in the *Gregg Writer* will vary in length to meet the needs in various schools, so do not be surprised if you find a short test this month, and a longer one next. It is good practice in developing an "eye" for placing letters artistically on the letterhead.

—F. E. U.

IN MAKING YOUR REPORT TO US OF THE WORK DONE BY YOUR STUDENTS, SUBMIT THE DATA IN THE FORM SUGGESTED HERE.

REPORT ON TRANSCRIPTION TEST _____ GREGG WRITER

(Month)

(Name of school)

(Name of teacher)

(Date)

(City)

(State)

(No. in class)

These students have had shorthand instruction—weeks, _____ periods a week, _____ minutes a period.

These students have had typing instruction—weeks, _____ periods a week, _____ minutes a period.

These students have been transcribing—weeks, _____ periods a week, _____ minutes a period.

NAMES OF STUDENTS	TRANSCRIBING TIME	ERRORS			EVALUATION*		
		Typing Errors	Transcribing Errors	Spelling Errors	Usable	Correctable	Unusable

* Check column into which transcript falls; no grade required

The Advanced Shorthand Class in the High School

By F. N. Haroun

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(Continued from the October issue)

Shorthand IV

THE first two or three days are used principally for the details of organization, for giving instructions as to work and supplies, for finding out what the students can do, and for giving detailed instructions as to daily preparation, transcribing, class records, methods of grading, etc.

The supplies required for Shorthand IV are as follows (same as for Shorthand III):

Gregg Manual and Speed Studies
A dictation textbook
The Gregg Writer (continued from last term)
Two notebooks—one for class work, one for preparation work
Gregg Transcription Letterheads (no other, as this pad contains 16 absolutely different letterheads)
Blank paper for articles and second pages of letters
Preferably a fountain pen for writing
No eraser until last quarter of semester.

Penalties for late work and missing work are noted; as is also the time limit of one week for getting work in after an ordinary absence.

Instructions are given, and frequently repeated, about clearing the desk and getting the notebook ready for dictation the first thing upon coming to the room. "When the boss says to take dictation, don't make him wait while you get out your notebook; write on your cuff or a piece of wrapping paper if necessary, but *take dictation!*" Also, the notebook must be indexed each day.

During these organization days, the preparation assignment consists of reading and writing from shorthand plates, either in Speed Studies or in the *Gregg Writer*; and the transcript assignments are also from printed shorthand.

After the organization is complete, the class is given the assignment for the balance of the semester. This, together with the instructions about transcribing, is mimeographed on a folded sheet that will fit in the class notebook, and each student is given a copy. There is therefore no excuse for his not having his assignment straight. A schedule, either dictated or mimeographed, is given the students, assigning a definite study from the dictation

text used, for each Monday, Wednesday, and Friday. For the Tuesday, Thursday assignments, the students choose their own material. Following is the assignment.

This assignment is designed to require approximately an hour of consistent study, and consists of two major parts.

I. Penmanship and Review (every day)

(Approximately 15 minutes—very helpful and important)

- (a) Penmanship drills for warming up, taken from back or current numbers of the *Gregg Writer*, or Speed Studies (5 minutes)
- (b) Review of the Manual, one unit each day Or
- (c) Vocabulary Building Study, from following sources:
 - (1) In the Manual
 - Brief forms
 - Abbreviated word lists
 - Phrase lists
 - Vocabulary (Unit 36)
 - Joined and disjoined word-beginnings and word-endings
 - (2) In Speed Studies—
 - Various word and phrase lists
 - (3) *The Gregg Writer*, current and back numbers—
 - Learner's Department (very good)
 - Word and phrase lists frequently published
 - (4) Gregg Dictionary and Phrase Book
 - (5) Other sources that may be available

II. For Monday, Wednesday, Friday

(From the dictation text, the day's assignment—see schedule.)

- (a) Practice words and phrases on study sheet
- (b) Read over each letter carefully, writing it in the air; practice on paper any outline that seems to be difficult or new
- (c) Write each letter or article *twice*; then write the Study straight through *once*, and READ YOUR NOTES of the last writing
- (d) Study carefully the notes at the bottom of the pages, and write out on your practice paper the answers to questions, and to such notations as "Spell the plural of money," etc.

Mark each section of your practice work plainly.

For Tuesday, Thursday

(From shorthand plates, approximately 750 words)

Sources: *Gregg Writers*, current issue first
Speed Studies, any unused exercises
Reading Books, occasionally

Procedure:

- (a) Read the shorthand at 140 words a minute, but not less than twice; mark any new or difficult outlines, or notes that cause hesitation in reading
- (b) Practice outlines that have been marked
- (c) Write through twice, from plates; watch your style of shorthand and your efficiency in writing
- (d) Read your last writing.

(Head the first sheet of practice work with your name, the date and period, and a Reading Note telling exactly what you have read, and the speed of reading from the printed shorthand. Other sheets must be headed with your name.)

Shorthand IV Written Assignment

I believe this assignment is both logical and psychological, and I try to impress this point upon the students' minds, as well as to emphasize the reason for and importance of each step in its preparation.

In the vocabulary building study, it is expected that the students will use the source of material which is most needed just at the moment, but that before the end of the semester they will have studied from all the sources mentioned, except, perhaps, the Dictionary and Phrase Book, which most of them do not own. The *Gregg Writer* for the last year contains enough material to keep a student working for many weeks, most profitably and interestedly.

Regarding the Monday, Wednesday, Friday assignment, a schedule is given the students either by dictation or in mimeographed form assigning approximately 400 to 450 words of material for each of these days in the semester. All the students are therefore doing the same work each day, thus making the material available for familiar dictation, and for any discussion that may be advisable.

Another point in this assignment: I have found by my own experience that writing shorthand in the air is a fine way to find out whether or not one knows how to write it. Of course, in the second half of the semester, this is often omitted, and, after looking them over for difficult or new words and phrases, the students immediately write the letters into shorthand.

As indicated in the assignment, for Tuesday and Thursday students select their own material. It is quite likely that no two of them will be using the same material on any given day, and no attempt is made to use this matter in class, unless a student raises some point of theory, a statement of fact, etc. Questions of this nature are always welcomed.

As to reading these plates, all students are required to read them at least twice; some will have to read them many more times in order to reach the 140-word speed, but they are expected to do it, and students, I find, will usually live up to our expectations.

The Class Period

Having given the students a "blanket" assignment for the term, and having dictated the schedule of dictation text assignments all at once, the entire class period is thereafter available for dictation, checking, and building up speed. My class period program is about as follows:

First, handing back, checking, recording, and collecting transcripts.

Second, dictation of old material, in short takes, some at low enough speed so that the slowest in the class can get it; some, of course, at high enough speed to make the fastest stretch themselves.

Next, some new dictation, either letters or articles, at varying speeds, to fit the abilities of the class.

Last, new dictation for transcription.

On the days that transcripts are checked, some of the dictation has to be omitted—usually part of the old, and all the new that is not to be transcribed.

Not much reading from students' notes is done in class, as it is usually quite a waste of pupil-time, and students get sufficient reading in their daily practice and in the transcript period.

I have tried to reach a standard of 2,000 words dictated in the usual class period. Sometimes I can reach this, especially with a class of better than average students; but with a poor class, that has to be taught everything from arithmetic to astronomy, figuratively—and sometimes almost literally—speaking, to say nothing of having to be taught shorthand from Unit 1 up, it is usually impossible to dictate much over 1,000 words. But at least the aim is high.

Transcript Assignments

Dictation for transcribing is taken almost exclusively from "Rational Dictation," which, because of its careful grading, is the most satisfactory book I have seen. For practice on telegrams, which comes about the middle of the semester, and for occasional literary matter, other sources are used. In "Rational Dictation," Shorthand IV dictation begins where Shorthand III leaves off, usually at about letter 275.

The amount dictated for transcript will usually range from about 500 words at the beginning of the term to about 700 words at the end, exclusive of addresses and signatures; this to be transcribed at least once in a 40-minute period. Once in a while there is a student who cannot transcribe this much, but some others regularly transcribe from 100 to 300 or more words of it twice. If I have a very slow class, I sometimes have to reduce the length of the assignment. Occasionally I use literary material, not too difficult, such as

an interesting editorial from a paper, or some article I have picked up, as part or all of the assignment. It adds spice, and is good for vocabulary. Most of the transcribing in Shorthand IV, however, consists of business letters.

A little of the technique of dictation: I do not dictate punctuation, except in those unusual instances where no stenographer could be expected to use the punctuation indicated, such as irregular sentence ending or paragraphing, or the peculiar use of dashes as sometimes found in sales letters. But before beginning the dictation, I do give the spelling of proper names, and the spelling and meaning of unfamiliar trade terms, or any other unusual word or expression; and have the students practice the shorthand outlines for these terms. This corresponds to the permissible interruption which would likely occur in the business office—but which, of course, could not be allowed in class dictation.

The assignment having been dictated, let us now review the routine steps in handling transcripts. These will be kept in mind in the discussion of transcribing instructions, and of the checking and grading of transcripts.

After the transcript dictation is completed, the notebooks are collected and sent to the transcript room by one of the students.

At the close of the transcript period, each student clips together everything he has done, and hands it to the appointed monitor, who immediately takes the papers to my room.

Next day, these papers are handed back to the students, together with the grade sheet (later described) which has the previous day's transcript attached to it.

If the papers are checked this day, full record of errors is made, as later described;

If papers are not checked, only the material, total words, and speed are recorded.

Old transcripts are then taken off the grade sheet, the new papers are clipped to it, and it is handed in to me.

Thus the student sees his record every day, yet I have all the papers in my possession except at class time, so none of them gets lost; and records are available for my inspection at any time.

On the days that transcripts are checked, I go over them afterward, and indicate the per cent of errors in the proper column on the grade sheet. On other days, usually I do not even look at them, especially after the term's work is well started.

We are now ready for the instructions about transcribing. These are mimeographed, as indicated before, with the shorthand assignment, and placed in the hands of the students, with the instructions that they keep them in their class notebooks. The instructions follow:

TRANSCRIBING INSTRUCTIONS

(These are your instructions for the entire term.
Do not lose them.)

General

Type the entire period, writing more than once if time permits.

Transcribe only from shorthand notes. (To avoid temptation, turn the finished transcripts face down on your desk.)

Finish everything you start, except perhaps at the end of the period.

No comparing of any kind.

No erasing until instructed to do so.

All work done during the period is to be handed in, as instructed.

Letters

Your name and shorthand period at the top of every sheet.

Every letter on a letterhead.

Every letter must have a date, inside address, and signature, properly placed. (Signature is the name in the letterhead.)

Single spaced, unless otherwise instructed.

Use indented, semi-block, or block arrangement as instructed.

Read over the letter before removing from machine, and check errors.

Literary Matter

Name and shorthand period at top of every sheet.

Date immediately under your name.

Double spaced unless otherwise instructed.

Paragraphs regularly indented 5 spaces.

Read over the page before removing from machine, and check errors.

Subscription and Identifying Marks

Place the following information at left-hand margin, two spaces below the last line of the signature, on every letter:

Illustration

Dictator's and stenographer's initials.	FNH AB
Index number of letter.....	RD 137
Total words, and speed.....	199-84
Shorthand errors	Sh
Typing errors	T
Erasures }	Er
Omissions } (after erasing is permitted)	Om

On transcripts of literary material, only the Sh, T, Er, and Om subscription is needed.

Of course, only the identifying marks are used in the office, but the other items are for our information in checking, and to aid in tabulating errors.

Errors

All errors due to the faulty use of the typewriter are listed as "T," and count as..... ½ errors

All other errors, except minor punctuation are listed as "Sh", and count as..... full errors

Misspelled words and words incorrectly divided at end of line count as 2 errors

Poor arrangement of letter, or improperly arranged date, inside address, signature, or subscription, may be penalized as much as..... 1 per cent

Misspelled words must be written 10 times correctly on the typewriter, and wrongly divided words, 10 times with hyphens between all syllables, outside of transcript period.

Some explanation is always necessary, of course, when these instructions are handed out, and further discussion is often necessary when the first few transcripts are checked; but there is now no excuse for the student's not knowing just what is expected of him—and that, after all, is the first step in getting work properly done, either in school, in business, or in the shop.

About Transcript Room Procedure.—As previously noted, the students go from the shorthand class direct to the typing room; their notebooks having been collected and sent in

a bunch for distribution at the machines, thus preventing any comparing of notes by those students who cannot be trusted. May I remark, however, that my experience has been that there is very little of this if the teacher has laid the right foundation of attitude. The transcript teacher is supposed to know what the shorthand teacher's instructions are, and is to see that the students work efficiently, attend to their own work, and neither give nor receive help; in other words, to see that all the transcribing instructions are followed.

The transcript teacher can also do much to help the students learn the little "tricks of the trade" so valuable to the stenographer, such as putting paper in the machine quickly,

taking it out quickly, saving time by using all the appliances on the typewriter, erasing properly when that time comes, using carbon paper quickly and correctly—many things which cannot be satisfactorily taught in the shorthand room.

The transcript teacher's place is not at the desk, but moving about the room where she can observe all that is going on, and lend aid, reproof, or suggestion whenever and wherever needed. However, the best place to watch a student, to see what kind of work he does, is from a short distance away, not beside him; he is likely to be too nervous to do his best work, or to work in his usual manner, if he knows he is being watched.

Shorthand V

AS before stated, we offer at Commerce a fifth term of shorthand, in which we strive for higher speeds than are possible in four terms. In this class, the dictation consists chiefly of articles, congressional speeches—for which I use "Congressional Record Dictation"—and unusual types of sales letters; in fact, anything that will be interesting and valuable for building a wide vocabulary. Very little ordinary business correspondence finds a place in this class. I have collected, during the last few years, quite a scrapbook of articles, poems, stories, editorials, etc., for use in this class, giving me the finest kind of dictation material for transcript.

Enough dictation is given every day so that the very best students can no more than finish transcribing it, and most of the students do not get through. There is seldom any retranscribing.

Students whose Shorthand IV speed did not reach from 90 to 95 words a minute—with emphasis on the 95—have no place in this class; for, while the dictation speeds will spread from 90 to 140 words a minute, students are expected to attain a final speed of 110 words, with a transcribing speed of at least 25 words a minute average.

GREGG V ASSIGNMENT, SPRING TERM, 1931

Instructions

Work to be prepared each day, but all to be handed in on Wednesday, with a summary sheet on top, showing following information—

Under each day—

Review work done

Reading—source and amount

Writing—source and amount

Total reading for the week..... words

Total writing for the week..... words

Bring work to class, put clip on it, and hand it in
(In case of holiday, work may be reduced accordingly.)

Review, etc. (To be done each day)

Penmanship—a little for warming up and improving style, each day

Theory—sources:

Manual

Brief Forms

Abbreviated Words

Vocabulary

Phrases

Difficult portions

Speed Studies

Various word and phrase lists

Gregg Writer, theory department

Study of your own notes

Vocabulary Building:

From Manual, as outlined above

Dictionary

Phrase Book

Other word lists

Speed Studies word and phrase lists

(The above to be used as will be most profitable, about 15 minutes each day. Don't try to do all of this for a week at once.)

Connected Practice (45 minutes a day, minimum)

(This is laid out in units of one week.)

During the week, the following is expected to be done:

Read 4,000 to 4,500 words in shorthand. Much of your material will be read twice; this is the total amount.

Practice all outlines for words and phrases that seem to be difficult, or that need it because of newness.

Write approximately 3,500 words into shorthand, using the following plan of preparation:

Read the material through, practicing words and phrases that need it.

Then write through once, at least; much of it twice.

If you can have the material dictated, it should amount to 4,000 to 4,500 words; if the material is written twice, cut the amount of material used to from 2,000 to 2,500 words.

(This assignment is based on the use of shorthand plates two days a week, and printed material three days a week.)

Sources of Material:

For Reading—

The Gregg Writer, both current and back numbers

Reading books in the library and in my room

Speed Studies, if desired (both old and new)

For Writing—

Gregg Writer articles

Other textbooks

Magazine articles, and editorials

Books secured from me

Transcripts of articles dictated in class.

As to the assignment, whereas in the other terms of work the students had outlined quite definitely for them what they were to do, in this class I have tried to put them upon their own devices and initiative as much as possible. Some of them are going on to college, where they will have to plan their own study entirely, working from suggestions of method, bibliography, and term or quarter goals. So I give

(To be concluded next month)

the students an outline, and let them find their own material.

The students liked this assignment very much. The only trouble we had was in finding enough reading material; but that was because some of them did so much more reading than was required. For instance, one girl read "The Legend of Sleepy Hollow," some 30,000 words, all in one week.



Daily Lesson Plans in Gregg Shorthand

(Continued from page 134)

ASSIGNMENT—

- Page 1—Write review brief forms, Units 13 through 5, once.
2—Write review Words, Units 13 through 6, once.
3—Write the Writing Practice, page 68, Gregg Speed Studies, once.
4—Write Pars. 81 and 82 of Speed Studies, three times.

SUPPLEMENTARY DICTATION—
Wilson's "Progressive Dictation," Pars. 123-125, pages 36 and 37.

Fifteenth Week

Unit 14

FIRST DAY

AIM—(1) To teach the method of expressing consecutive vowels which do not form diphthongs, as in the word *poem*. (2) To teach the method of expressing a vowel following the diphthong *i*.

REVIEW—Brief Forms. Dictate brief forms of Units 12 and 13.

PREVIEW LETTER—

Dear Sir:

Will you kindly let us know why we have not received the *oil* we ordered of you two weeks ago. The delay²⁰ is rather *annoying*.

If we do not receive the *oil* by the end of this week, we shall place our order with⁴⁰ another company.

Very truly yours, (48)

NOTE—This is called a preview letter because in addition to review words it contains words that serve as a preparation to what is being taught today—Pars. 118 and 119.

PRESENTATION SENTENCES—

poem I am sure you will enjoy reading this book of *poems*.

poet In this book you will find poems by such *poets* as Kipling and Hardy.

NOTE—When necessary, the long sound of *e* in *oe* is marked to distinguish it from the diphthong *oi*.

Genoa You can enjoy a trip to *Genoa* now at an unusually low price.

rayon We have a choice selection of *rayon* and silk goods which we are quite sure will appeal to you.

radio We can supply you with any type of *radio* you desire.

folio That *folio* is not quite the right size for my purpose.

NOTE—In the above words the sounds are written in the order in which the sound occurs.

via Kindly ship the rayon and silk goods *via* express.

science Do you know what boy won the *science* prize this year?

diet The doctor said that her illness was due to *dieting*.

riot The factory workers started a *riot* outside the factory.

prior If you cannot ship the goods *prior* to the holiday season, kindly wire us to that effect.

NOTE—It would be advisable to drill for a few moments on the vowel combinations, *oe*, *eo*, *eo*, and diphthong *i* plus a vowel. Any vowel following the diphthong *i* is expressed by a small circle within the large circle.

SUPPLEMENTARY WORDS—Dictate comparative word drill—long *i* plus any vowel, Speed Studies, page 72.

ASSIGNMENT—

Review

Page 1—Brief forms, Units 13-5, once.

2—Words, Units 13, 12, once.

3—Sentences in class, three times.

4—Letters in class, three times.

New

Par. 122, first 2 columns, seven times.

Pars. 118-119, seven times; Pars. 82 and 83, Speed Studies, seven times.

SUMMARY—(1) Sentences.

Science is a required subject in every course.

I think the design of the *radio* is unique, but the price is too high.

The members of the French club presented their leader with a rare book of *poems*.

We are sorry that we cannot supply you with the kind of *folio* you desire.

Prior to our fire sale, the price of this rayon was twice as high as it is now.

(2) Letter.

Dear Sir:

Please send us at once *via express* 20 pieces of choice white *rayon*, 36 inches wide. We must²⁰ have the goods *prior* to the first of next month.

If you cannot supply us with this *rayon*, will you kindly write us⁴⁰ to that effect.

Very truly yours, (46)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," pages 59 and 60.

NOTE.—To provide for continuous review the preview letter contains review words of Unit 13, the presentation sentences contain review words of Unit 13, and the summary sentences and letter contain review words of Unit 13.

SECOND DAY

AIM—To teach the method of expressing short *i* and *e* when they are followed by a large circle vowel.

REVIEW—Brief Forms. Dictate brief forms of Unit 13 and of Unit 14 assigned thus far.

PREVIEW LETTER—

Dear Sir:

Beginning next Monday and for a week thereafter, we are selling radio No. 768²⁰ for \$125. *Prior* to this sale the selling price of this radio was⁴⁰ \$150.

Radio No. 768 is as fine a one as science has⁶⁰ ever produced. If you cannot come in personally to see it, we shall be glad to take the chance of your liking⁸⁰ it, and send you one *via express*.

Very truly yours, (90)

NOTE.—When long-*i* is followed by a vowel, the vowel is expressed by a small circle within the large; when short-*i* is followed by a vowel, the short vowel is expressed by a dot within the circle vowel.

PRESENTATION SENTENCES—

<i>Juliet</i>	The <i>Juliet</i> Cloak Company broadcasts over the radio every night.
<i>piano</i>	At this sale you will have an opportunity to buy a good used <i>piano</i> for \$75.
<i>burial</i>	Many people were present at the <i>burial</i> of the great poet.
<i>serial</i>	Is there any advantage in publishing the story in <i>serial</i> rather than in book form?
<i>aria</i>	I would rather listen to an <i>aria</i> from a leading opera than to any arrangement of jazz.
<i>Mania</i>	He has a <i>mania</i> for neatness and good form.
<i>area</i>	Few of the people who live in that <i>area</i> can be trusted.
<i>cereal</i>	Science considers <i>cereal</i> a very good food.
<i>create</i>	He seized the opportunity to <i>create</i> a new market for his goods.
<i>creation</i>	I consider the price you ask for this Paris <i>creation</i> too high.

NOTE.—Short-*i* followed by *a*, as in *wants*, is expressed by a large circle with dot placed within it; *e* followed by a large circle vowel, as in *create*, is expressed by a large circle with a dash within it.

Drill for a few moments on the vowel-combinations drill, Par. 84, page 73, Speed Studies.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 13-5, once.	Par. 122, seven times.
2—Words, Units 13 and 11, once.	Pars. 118-120, seven times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

All the employees were present at the *burial* of the young workman.

It is our experience that the radio has caused a decrease in the number of *piano* sales.

Is *cereal* mentioned on the list you have?

Did *Juliet* mail the letter to the correct address?

It is important that you *create* a good impression when you are applying for a position.

(2) Letter.

Dear Sir:

This is in answer to your recent communication. I am sorry to inform you that *Juliet*²⁰ shows no skill at all at the *piano*. She told me that she hated to play. All my efforts to *create* in her⁴⁰ a better feeling toward the *piano* seem to have no effect on her.

Frankly, I think she is wasting her time⁶⁰ at this school.

Sincerely yours, (65)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," page 60, sentences 9 through 14.

NOTE.—To provide for continuous review the preview letter contains review words of Monday's lesson, the presentation sentences contain review words of Monday's lesson plus the brief forms assigned in Unit 14, and the summary sentences and letter contain review words and brief forms of Unit 13 in addition to the new words presented today.

THIRD DAY

AIM—(1) To teach that where two vowels not forming a pure diphthong come together, the minor vowel may be omitted. (2) To teach that for convenience in writing many common words, the circle may be omitted in the diphthong *u*.

REVIEW—Brief Forms. Dictate brief forms of Units 14 and 13.

PREVIEW LETTER—

Dear Sir:

This is the first opportunity I have²⁰ had to let you know how pleased I am with the progress you have²⁰ made with the *Plaza Theater*. I *realize* how much of it I owe to you. Frankly, I was under the⁴⁰ impression that you could not finish with the work prior to next September.

I am enclosing twenty-five dollars⁶⁰ more than the usual check in consideration of your good work.

Very truly yours, (76)

PRESENTATION SENTENCES—

<i>theory</i>	If my <i>theory</i> is correct, the decrease in piano sales throughout the country is caused by the radio.
<i>ideals</i>	<i>Ideals</i> that are created in the school should be carried over into the office.
<i>renewal</i>	The owner of the store objected to a <i>renewal</i> of the lease.
<i>genius</i>	Because of his <i>genius</i> at the piano, the boy will be given an opportunity to study abroad.
<i>senior</i>	Mr. Julian, a <i>senior</i> member of the company, was respected by all employees.
<i>new</i>	The Capitol Trust Company will open <i>new</i> branches in various parts of the city.
<i>due</i>	Mr. Adrian made arrangements with the bank to meet the note when it became <i>due</i> .
<i>music</i>	Our school offers a course in <i>music</i> theory.
<i>avenue</i>	The stores on <i>Avenue B</i> are making arrangements for a busy Dollar Day.
<i>amuse</i>	The play given by the children of Public School No. 24 was very <i>amusing</i> .
<i>genuine</i>	He made a <i>genuine</i> attempt to reduce his expenses.

NOTE.—Words like *new*, *due*, etc. are so often mispronounced, we suggest a few moments' drill here on the correct pronunciation.

SUPPLEMENTARY WORDS—Dictate Par. 85, page 73 of Speed Studies, and dictate words of Par. 121 in the Manual, not presented in sentence form.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 13-5, once.	Par. 122, seven times. Par. 121, seven times.
2—Words, Units 13 and 10, once.	Pars. 118-120, three times.
3—Letters in class, three times.	
4—Sentences in class, three times.	

SUMMARY—(1) Sentences.

The committee's report is *due* on the Monday following the meeting.
We enclose particulars of our *new* plan.
Mr. Slipian had no *idea* how to reply to his creditors.
Mr. Adrian will meet me at my house in regard to a *renewal* of his note.
Can you tell me whether the stores on *Avenue B* are open at night?

(2) Letter.

Mr. F. Adrian, 32 *Avenue C*, Troy, New York
Dear Sir:

Mr. Black, the *senior* member of our²⁰ company, has asked me to inform you that your note for \$500 falls *due* next Monday. If you cannot⁴⁰ pay it in full at that time, Mr. Black will not object to a *renewal* of your note. He has asked, however,⁶⁰ that you pay \$100 on it, and that you make out a *new* note for the remaining \$400.⁸⁰

Please address your reply to Mr. Black.

Yours very truly, (90)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," pages 60-63.

NOTE.—To provide for continuous review, the preview letter contains review words and brief forms taught thus far in Unit 14, the presentation sentences contain review words and brief forms of Unit 14, and the summary sentences and letter, in addition to the review words of Unit 14, contain review words of Unit 11.

FOURTH DAY

AIM—(1) To test knowledge of brief forms of Units 13 and 14. (2) To give dictation practice. (3) To develop transcription ability.

REVIEW—Dictate Pars. 79-84, Speed Studies, paying particular attention to the execution of the outlines.

TEST MATERIAL—(1) Brief forms—40 brief forms of Units 13 and 14. (2) Letter—Par. 14, page 59, Bisbee's "Dictation for Beginners," to be marked for transcription and spelling. —or—

Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand," Test on Unit 14. —or—

Twenty-five words and 15 brief forms followed by ten sentences containing words and brief forms.

(3) Dictation. Dictate Pars. 11, 12, and 13, page 59, Bisbee's "Dictation for Beginners," for oral transcription.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 13-5, once.	Par. 122, seven times.
2—Words, Units 13 and 9, once.	Unit 14, five times.
3—Reading and Dictation Practice, page 64 of the Manual. Be prepared to read plate at 110 words per minute. Write shorthand outlines twice.	
4—Gregg Speed Studies, Pars. 78-84, three times.	

Test tomorrow on Unit 14.

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," page 59.

FIFTH DAY

AIM—(1) To test knowledge of Units 13 and 14. (2) To give dictation practice. (3) To develop transcription ability.

READING AND DICTATION PRACTICE—Read plate on page 64 of the Manual, assigned for today. Dictate this plate for dictation practice.

TEST MATERIAL—(1) Ten brief forms and 30 words from Units 13 and 14. (2) Letter—Par. 132, page 39, Wilson's "Progressive Dictation," to be marked for transcription and spelling.

NOTE.—If Rollinson Test was used yesterday, the teacher should use this part of the period for drill on words written incorrectly (remedial teaching). —or—

If the brief-form words and sentence tests were given yesterday, the teacher should use this part of the period for drill on words written incorrectly (remedial teaching).

(3) Dictation. Dictate for oral transcription Pars. 128-134, pages 38-40, Wilson's "Progressive Dictation."

ASSIGNMENT—

Page 1—Write review brief forms, Units 14 through 5, once.

2—Write review words, Units 14 through 7, once.

3—Write letters dictated in class, twice.

SUPPLEMENTARY DICTATION—

Pages 38-40, Wilson's "Progressive Dictation."

Sixteenth Week

Unit 15

FIRST DAY

AIM—(1) To teach that short-*u* and *ow* are omitted before *n* or *m* in the body of a word, and short-*u* before straight downstrokes. (2) To teach that *ow* is indicated by a jog between two horizontal straight strokes, but *u* is inserted. (3) To teach that *u* is omitted in the termination *sume*.

REMEDIAL DRILL—Drill on words of the test which most of the students wrote incorrectly.

PREVIEW LETTER—

Dear Mr. Adrian:

I must ask you to return the money which you owe me when it becomes due. I cannot²⁰ consider the arrangement you write of in your letter. It is not that I have any objection to giving⁴⁰ you more time, because I know I can trust you, but I need the \$500 now.

If you will come to my office⁶⁰ tomorrow morning, perhaps we can think of some way out of the difficulty. I should like to help you in⁸⁰ this matter as much as I can.

Very truly yours, (89)

NOTE.—Dictate *come, some, much, income, such, and subject*. In these brief forms we have illustrated the principle that short-*u* is omitted before *m* and before a straight downstroke. With skillful questioning on the part of the teacher, the students will be able to deduce the principle involved in writing these words.

This is called a preview letter because in addition to review words it contains words that serve as a preparation for the day's new work.

PRESENTATION SENTENCES — (1)

Short-*u* is omitted before *m* or *n*:

ton	The price of coal has been reduced to \$13 a ton.
lumber	The bill for the lumber you purchased was due two weeks ago.
luncheon	Please let me know what progress you have made with regard to getting a radio for the teachers' luncheon.
summer	You will have the opportunity throughout the summer to buy pianos of various kinds at unusually low prices.

(2) *Ow* is omitted before *n* or *m*:

brown	The price of this brown dress has been reduced.
down	Many of the Fifth Avenue stores are marking down the prices of their Paris creations.
town	There are many advantages in living in a small town.

(3) *Ow* is indicated by a jog between two horizontal straight strokes.

announce	The Chamber of Commerce is pleased to announce the opening of a new theater in this city.
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NOTE.—Dictate *renounce, pronounce*.

(4) Short-*u* is omitted before a straight downstroke.

brush	We can supply you with the type of brush you want at \$6 a dozen.
Judge	I do not believe Judge Dorian's theory is correct.
rush	Mr. Julian's order is marked, "Rush."

(5) *U* is omitted in the termination *sume*.

assume	I assume that there will be music at the teachers' luncheon.
resume	School will resume classes September 22 instead of September 14.
presume	I presume that he will object if you try to reduce his salary.

SUPPLEMENTARY DICTATION—Dictate words of Par. 124, Manual, not presented in sentence form. Dictate Pars. 88 and 89, page 75, Speed Studies.

ASSIGNMENT—

Review

New

Page 1—Brief forms, Units 14-8, once.	Par. 130, first 2 columns, seven times.
2—Words, Units 14 and 13, once.	Pars. 124-126, seven times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

Have you any objections to our sending you the lumber a week earlier than your order states? Please let us know how soon you will be able to resume work. Kindly send me via express one brown coat, style No. 666, size 42. You ought to take advantage of our special sales price on brushes. The Capitol Trust Company is pleased to announce the opening of a new downtown branch.

(2) Letter.

Dear Sir:

We are pleased to announce that Brown's Lunch Room, which, as you know, has been closed for part of the summer, will resume²⁰ business on the first of September.

Won't you come in and visit us on the opening day? We know you will be⁴⁰ pleased with the renovations. Respectfully, (48)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," pages 63 and 64.

NOTE.—To provide for continuous review, the preview letter contains review words of Unit 14, the presentation sentences contain review words of Unit 14, and the summary letter and sentences contain review words of Unit 14.

SECOND DAY

AIM—(1) To teach the method of expressing the syllables *per*, *pur*, and *pro*. (2) To teach the method of expressing *ble*, and *ple* in some cases. (3) To teach the method of expressing the suffix *-ment*.

REVIEW—Dictate brief forms of Unit 14, and words and brief forms of Unit 15 assigned thus far.

PREVIEW LETTER—

Dear Madam:

Very *probably* you, like many other housekeepers, cannot spare the time to go all the way downtown²⁰ to make your *purchases*. Yet you often find that you cannot get what you want at the nearby stores. The *problem*⁴⁰ is easily solved. It is not necessary for you to call at our store *personally*. Merely 'phone us, and⁸⁰ we will see to it that you get what you need.

Very truly yours, (71)

NOTE.—Drill for a few moments on the italicized words (also *progress* and *purpose*). Call the attention of the pupils to the principle involved.

The syllables *per*, *pro*, *pur* are expressed by *pr*. *Pre* is written in full except in a few cases—in the case of *pre-sume* and its derivatives. When *pro* occurs before an upward character or *k*, insert the vowel.

PRESENTATION SENTENCES—

<i>process</i>	The making of paper is a tedious <i>process</i> .
<i>prove</i>	I am confident that the organization of a daily luncheon meeting will <i>prove</i> a success.
<i>perhaps</i>	<i>Perhaps</i> if you get in touch with the judge, he will be able to help you.
<i>produce</i>	I assume that the play the senior class is <i>producing</i> will prove a success.

The syllable *ble* is expressed by *b*. *Able* and *ible* are also expressed by *b*. *Ple* is expressed by *p*.

<i>invaluable</i>	Mr. Brown is an <i>invaluable</i> asset to our organization.
<i>payable</i>	The bill for the lumber you purchased today is <i>payable</i> in a month's time.
<i>simple</i>	It is not a <i>simple</i> matter to take care of this organization's correspondence.
<i>ample</i>	You will have <i>ample</i> time to go downtown for luncheon.
<i>sample</i>	This is a <i>sample</i> pump and regularly sells for \$25.
<i>examples</i>	I assume that you have done all the <i>examples</i> correctly.

The suffix *-ment* is expressed by *m*.

<i>payment</i>	Mr. Julian asked the bank to stop <i>pay-ment</i> on his check.
<i>equipment</i>	We regret to inform you that we do not have the type of <i>equipment</i> you desire.
<i>compliment</i>	Mr. Adrian should be <i>complimented</i> on the way he handles the organization's affairs.

SUPPLEMENTARY WORDS—Dictate words of Pars. 127 and 128, Manual, that were not presented in sentence form. Dictate Pars. 91-95, pages 75-77, Speed Studies.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 14-6, once.	Par. 130, seven times. Pars. 127-128, seven times.
2—Words, Units 14 and 12, once.	Pars. 124-126, three times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

The store requires a down *payment* on all purchases. Do you think the new *process* can be used with *profit*? Mr. Doyle *proved* his confidence in the young man by appointing him buyer of summer yard goods. You should keep all *valuable* papers where you know you can find them. Kindly send us *samples* of your summer dress goods.

(2) Letter.

Dear Sir:

We are writing this letter to find out why we have not received a check in *payment* of the *valuable*²⁰ ring you *purchased*. The bill for this ring was *payable* the first of the month.

Perhaps you have a reason for not⁴⁰ meeting this obligation. If so, will you kindly come in and tell us about it?

Very truly yours, (59)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," pages 65-66.

NOTE.—To provide for continuous review, the preview letter contains review words of yesterday's lesson, the presentation sentences contain review words of yesterday's lesson plus the brief forms assigned for today, and the summary material reviews Unit 13.

THIRD DAY

AIM—To teach that two or more simple prefixes may be joined.

REVIEW—Dictate brief forms of Unit 14, and words and brief forms of Unit 15 assigned thus far.

PREVIEW LETTER—

Dear Sir:

Please *inform* us when we may *expect* settlement of your *account*, which has been due a long time. If you cannot²⁰ pay in full, it seems *probable* that you can at least make a small payment.

If we do not hear from you soon, we⁴⁰ shall have to place your *account* in the hands of our lawyer for collection.

Very truly yours, (56)

NOTE.—The word *inform*, which appears in today's lesson, was presented in Par. 61 of the Manual, illustrating the use of brief forms as prefixes. Dictate the words italicized in the preview letter, and also the following words: *form*, *commend*, *foreseen*, *expensive*, *important*, *accountable*, *experienced*, and *complete*. Write the words on the board and ask pupils to read. Dictate.

<i>inform</i>	This is to <i>inform</i> you that your order for samples will be shipped soon.
<i>conform</i>	You must promise to <i>conform</i> with the principles of this organization.

<i>recognize</i>	I assume that you <i>recognize</i> the seriousness of the present situation.
<i>recommend</i>	We <i>recommend</i> that Mr. Summers be given a more important position in this organization.
<i>unforeseen</i>	It was <i>unforeseen</i> that the judge would recommend that the equipment be bought.
<i>inexpensive</i>	Luncheons in the summer hotels of this town are quite simple and <i>inexpensive</i> .
<i>unexpected</i>	The traffic system in this town has proved to be an <i>unexpected</i> success.
<i>inexperienced</i>	We regret to <i>inform</i> you that we have no position open for an <i>inexperienced</i> young man.
<i>unaccountable</i>	The company's failure proved <i>unaccountable</i> in view of its excellent equipment.
<i>incomplete</i>	We regret to hear that the order we shipped you was <i>incomplete</i> .
<i>improbable</i>	It is <i>improbable</i> that he will prove to be a valuable asset to the organization.

NOTE.—In the words *recognize* and *recommend* the vowel is omitted in the syllable *re*. This is taken up in Unit 18. The rule in Par. 106, stating that when a vowel follows the prefix the initial vowel is retained, does not apply to compound prefixes, as illustrated in the word *inexpensive*.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 14-6, once.	Par. 130, seven times.
2—Words, Units 14 and 11, once.	Pars. 124-128, three times; Par. 129, seven times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

Your answer to the problem is incomplete. The answer to his letter was *unexpected*, and made him feel *uncomfortable*. Mr. Banks, for a man of his character and experience, has a very *unimportant* position in the organization. There are many young men and women in this city who have been *unemployed* for a long time. Please be sensible, and make your trips more *inexpensive*.

(2) Letter.

Dear Sir:

In reply to your recent letter, we regret to *inform* you that we have no vacancies in our bank²⁰ at the present time, and that it is *improbable* that we shall have any in the near future for a young man⁴⁰ *inexperienced* in bank work as you are. We are especially sorry, as you state in your letter that you have⁶⁰ been *unemployed* for a long time.

Very truly yours, (69)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," Pars. 16 and 17, pages 68 and 69.

NOTE.—To provide for continuous review, the preview letter contains review words of Unit 18, the presentation sentences contain review words of Unit 15, and the summary letter and sentences contain review words of Unit 13.

FOURTH DAY

AIM—(1) To test knowledge of brief forms of Units 14 and 15. (2) To give dictation practice. (3) To develop transcription ability.

TEST MATERIAL—(1) Brief Forms—40 brief forms of Units 14 and 15. (2) Letter—Par. 18, page 69, Bisbee's "Dictation for Beginners," to be marked for transcription and spelling. —or—

Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand," Test on Unit 15. —or—

Twenty-five words and 15 brief forms, followed by ten sentences containing words and brief forms.

(3) Dictation. Dictate Pars. 17-19, page 71, Bisbee's "Dictation for Beginners," for oral transcription.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 14-6, once.	Par. 122, seven times.
2—Words, Units 14 and 10, once.	Pars. 124-129, four times.
3—Reading and Dictation Practice—page 71 of the Manual. Be prepared to read at 120 words per minute in class. Write shorthand outlines twice.	
4—Write Writing Practice, page 72, once.	

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," Pars. 17-19, page 71.

FIFTH DAY

AIM—(1) To test knowledge of Units 14 and 15. (2) To give dictation practice. (3) To develop transcription ability.

READING PRACTICE—Read plate on page 71 of the Manual assigned for today.

TEST MATERIAL—(1) Ten brief forms and 30 words of Units 14 and 15. (2) Par. 141, pages 42 and 43, Wilson's "Progressive Dictation," to be marked for transcription and spelling.

NOTE.—If Rollinson Test was used yesterday, the teacher should use this part of the period for drill on words written incorrectly (remedial teaching). —or—

If the brief form word and sentence test was given yesterday, part of this period should be used for drill on words written incorrectly (remedial teaching).

(3) Dictation. Dictate for oral transcription Pars. 139-140, page 42, Wilson's "Progressive Dictation."

ASSIGNMENT—

Review

- Page 1—Write review brief forms, Units 15 through 6, once.
 2—Write review words, Units 15 through 8, once.
 3—Write the transcription of letters 15 and 16, page 82, Speed Studies.

SUPPLEMENTARY DICTATION—Wilson's "Progressive Dictation," Pars. 139-140, page 42.

Seventeenth Week

Unit 16

FIRST DAY

AIM—To present and drill on the use of the *-nt*, *-nd* and *-mt*, *-md* blends.

REVIEW—Dictate brief forms and words of Unit 15.

PREVIEW LETTER—Based on review words and brief forms of Unit 15 and introductory words for today's lesson. These introductory words contain the blends and are italicized.

Dear Sir:

This organization regrets that it cannot permit anyone to look into its correspondence²⁰ and bills of the Sun Pump Company until next summer when Judge Brown will resume the settlement of the case. He⁴⁰ will without doubt handle it satisfactorily.

I want the Judge's promise of protection before I presume⁶⁰ to direct serious charges against the owners' unaccountable lack of profits in this valuable⁸⁰ and profitable business. He went into town this morning, confident that he would have no trouble in getting¹⁰⁰ permission to make the notes payable when our new equipment is available.

Yours truly, (111)

Drill on the words italicized in the preview letter.

PRESENTATION SENTENCES—Based on new words of Unit 16, Par. 135, and review words of Unit 15.

NOTE.—The introductory words italicized in the preview letter are to be used to bridge the gap between the old and the new material.

(1) Expression of *-nt*, *-nd*. This is an upward curve corresponding in length to the symbol for *f*.

<i>land</i> ^a	For the moment, the Judge did not stop to realize that this plot of <i>land</i> would be unsuitable.
<i>band</i>	The <i>band</i> on the trunk broke because it was put on improperly.
<i>bond</i>	He produced a <i>bond</i> for the purchase of this special brushing process.
<i>around</i>	I assume you will build a fence <i>around</i> your land to keep away undesirable men and women.
<i>laundry</i>	This excellent organization promised that the <i>laundry</i> would be done properly by drying it in the sunshine.

* After teaching the word *land*, give a short penmanship drill on *nt*-blend, and on *f* and *nt*-blend.

<i>prevent</i>	We cannot <i>prevent</i> the trunk makers from putting out bad covers, but we do not have to give our business to them.
<i>entry</i> [†]	I am informed that this <i>entry</i> in the ledger is incorrect.

† At the beginning of words, short-*e* and short-*i* are omitted before these blends, as in *entry*, *empty*, *Indian*.

(2) Expression of *-mt*, *-md*. This is an upward curve corresponding in length to *v*. It is wise to note here that the *n* or the *m* in these blends determines the length of the blend.

<i>framed</i>	Mr. Smith was pleased with the way the new picture had been <i>framed</i> .
<i>seemed</i>	According to the correspondence, it <i>seemed</i> as though the new processes were reliable.
<i>doomed</i>	This bond issue <i>seemed doomed</i> to failure.
<i>ashamed</i>	I am <i>ashamed</i> to say that the laundry is working only three hours a day.
<i>prompt</i>	The sensible business man is <i>prompt</i> about showing his samples.
<i>empty</i>	The stock clerk reported that we should order more samples as his shelves were <i>empty</i> .

SUPPLEMENTARY WORDS—Dictate and drill upon Par. 99, Speed Studies, for proportion of blends.

ASSIGNMENT—

First column

Page 1—Brief forms and phrases, Units 15-1, once.

2—Words, Units 15-1, once.

3—Sentences in class, three times.

4—Letters in class, three times.

Second column

Unit 16, through *suggest*, seven times.
 Par. 137, column 1, seven times.

Par. 135, words presented in class only, seven times.
 Speed Studies, Par. 99, seven times.

SUMMARY—(1) Sentences based on words and brief forms of Unit 13.

They are using the oil from the *land around* the *laundry* for which *bonds* have just been issued.

They will reply to your wire by *bonding* themselves together and trying to *prevent* your *entry* into their price class.

His *prompt* reply pleased the owners.

He was *exempt* from paying taxes, but was required to show his yearly income.

She was *ashamed* to have this bad mirror *framed*, but she did not care to allow the frame to remain empty.

(2) Letter based on words and brief forms of Unit 14.

Dear Madam:

What is *preventing* you from sending your *laundry* to us? We are just *around* the corner, and give *prompt*²⁰ and regular service. Your clothes will be snowy white. These are not just *empty* phrases to us. We should be *ashamed*⁴⁰ to offer you anything but the very best in that line. Give us an opportunity to do this arduous⁶⁰ task for you, and I am sure you will not regret it.

We shall be pleased to make arrangements with you.
 Yours⁸⁰ respectfully, (81)

SECOND DAY

AIM—To continue the presentation and drill upon the blends *-nt*, *-nd*, and *-mt*, *-md*.

REVIEW—Dictate brief forms of Unit 15 and those of Unit 16 assigned for today; also new words taught yesterday.

PREVIEW LETTER—Dictate the summary letter of first day's plan.

PRESENTATION SENTENCES—Based on presented and new words of Unit 16 and review words of Unit 15.

<i>planned</i>	I <i>planned</i> the entire copy of the draft for tomorrow morning.
<i>owned</i>	The man who <i>owned</i> the stocks and bonds would not allow me to sell them.
<i>blind</i>	I refer to the <i>blind</i> laundry man who has been so prompt in his work that he was given an increase in wages.
<i>found</i>	We <i>found</i> that, although his suggestion seemed good, it was really empty of everything but stock phrases.
<i>Indian</i>	The <i>Indian</i> will remit payment in full for his share of the bonds.
<i>plenty</i>	I suggest that there is <i>plenty</i> of stock on that stand now.
<i>grant</i>	I will <i>grant</i> that your suggestion to aid the unemployed is a good one.
<i>joint</i>	The partners opened a <i>joint</i> account at the bank.
<i>count</i>	They took the <i>count</i> of the entire stock, but it seemed hard to find the error.
<i>trimmed</i>	This is my remittance for the dress you <i>trimmed</i> for me last week.
<i>claimed</i>	They <i>claimed</i> that this man made the draft for the change of title of this piece of land.
<i>deemed</i>	We <i>deemed</i> it wise to quote the new prices on our entire stock before shipping the order.

SUPPLEMENTARY WORDS—

print	refund	signed	inventory
apparent	sound	front	gained
rent	second	convent	ground
sent	fastened	winter	strained
event			moaned

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 15-1, once	Unit 16, seven times.
2—Words, Units 15-1, once.	Par. 137, column 2, seven times; Par. 135, five times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences based on words presented today and words and brief forms of Unit 12.

This bank *owned* the *land grant*, and *claimed* that it had *planned* to give it to the *blind Indian* at cost. It *seemed* that they *found* it wiser to sanction this *joint* deal than to *count* it as one of their failures. Frankly, we *found* that the *trimmed* hat business had fallen off as much as any other.

They tried to sell the *tamed* dog to the ring master of the show.

In effect, this communication *claimed* that the *doomed* man had confessed his part in the game.

(2) Letter based on words presented today and words and brief forms of Unit 11.

Dear Madam:

We know that you *planned* to come to our fair which will be at the *end* of this week. Before you do, I want²⁰ you to know something about it. All the things were made by the *blind Indians*. We *found* that they *owned* this *land grant* and⁴⁰ could do nothing with it, so we decided to help them. We *deemed* this a good way to help them. I know you will find⁶⁰ *plenty* of things that will prove a good investment for you.

Cordially yours, (73)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," pages 72-73, Pars. 11, 12, 13. (2) Wilson's "Progressive Dictation," page 45, Par. 144. (3) Markett's "Word and Sentence Drills," page 104, sentences 1, 3, 4, 5, 6.

THIRD DAY

AIM—(1) To present and drill on the expression of *-ld*. (2) To review and drill on the days of the week and months of the year.

REVIEW—Brief Forms. Dictate brief forms of Units 16 and 15.

PREVIEW LETTER—This is based on Unit 16 thus far presented and words which serve as an introduction to the expression of *-ld*. Words ending in *-red* and in *-l* are thus considered and italicized.

Dear Sir:

We all *feared* that, if he *labored* in this *coal hole* any longer, he would have to *appeal* to the health²⁰ commissioner for help. The *sole* window gave him so little air that it was *killing* him quickly, but he *labored* on⁴⁰ because he would not *fail* to earn his share of the expenses. We are making a formal *appeal* and *filing* it⁶⁰ with the managers to have conditions changed.

Yours very truly, (71)

PRESENTATION SENTENCES—Each sentence contains at least one review day or month besides words presented yesterday and those introduced for the first time today.

<i>failed</i>	I do not see why you <i>failed</i> to give him individual attention on Sunday, January 6. (Penmanship drill to show contrast between <i>fail</i> and <i>failed</i> .)
<i>old</i>	In making out your policy, the man <i>failed</i> to ask you how <i>old</i> you will be on Monday, February 1.
<i>older</i>	This policy is three months <i>older</i> than yours, since it was taken out in March and yours was taken out in June.
<i>fold</i>	On Tuesday, April 9, I asked you to <i>fold</i> this acknowledgment and oblige me by placing it in the proper file.
<i>gold</i>	He was unable to achieve his goal of saving one hundred dollars in <i>gold</i> by Wednesday, May 11. (page 152)

<i>field</i>	I feel that if he has not owned that <i>field</i> by tomorrow, Thursday, July 18, he will be unable to get it at all.
<i>filed</i>	I <i>filed</i> that receipt in the right filing case on Friday, August 17, to enable me to find it again quickly.
<i>child</i>	Last Saturday the <i>child</i> was given one dollar to count, but she failed to do it properly.
<i>appealed</i>	This case will be <i>appealed</i> either in September or in October.
<i>yield</i>	This industry will <i>yield</i> a great deal of profit by next November.
<i>held</i>	I suggest that this man be <i>held</i> until Friday, December 14, when we can give him the attention the case needs.

SUPPLEMENTARY WORDS—Dictate from Speed Studies, Pars. 101, 102, 103. Great care should be taken in the discrimination between the *-ld* blend and the *-md*, *-nt*, blends. Par. 101 takes care of this distinction and should not be overlooked.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 15-1, once.	Unit 16, five times; Speed Studies, Par. 103, three times.
2—Words, Units 15-1, once.	Par. 135, three times; Pars. 136, 137, seven.
3—Sentences in class, twice.	Speed Studies, Par. 101, 102, five times.
4—Letters in class, twice.	Write Par. 139 twice and be prepared to read it at 80-word rate.

SUMMARY—(1) Sentences based on presented words and review words and brief forms of Unit 11.

These bonds become more valuable the *older* they get provided they are properly *filed*.
We *sold* the *sealed folder* because we could not see that it would *yield* us anything.
I suppose that it is your duty to *hold* these stocks *sealed* until the owner appears.
He further explained why these *fields* had been allowed to run *wild*.
I remarked that the *child* was old enough to know better.

(2) Letter based on presented words and words and brief forms of Unit 10.

Dear Sir:

Have you thought about changing your *old* stocks and bonds for something that will *yield* more in *gold* in a shorter time?²⁰ There is no reason for you to have *failed* to take advantage of our new bond issue, which has *appealed* to so many⁴⁰ business men. I suggest that you allow our man to call on you and explain it in full.

Yours truly, (56)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 74, groups 1 and 2. (2) Wilson's "Progressive Dictation," page 47, Par. 151. (3) Markett's "Word and Sentence Drills," page 104, sentences 7-12.

(Continued on page 160)

Examples

Written September 1. Although this has been the duller season in thirty years, we have placed teachers. For examples:

(1) He registered in June, 1930, age twenty-one, a graduate of a four-year professional training course. During 1930-31, he taught in a small high school at \$1200. Last Friday we placed him in a large commercial school at \$1800.

(2) She registered on July 10, 1931, a graduate of a four-year State Teachers' College course, with one year of regular high school experience, at \$1200, and one year of substitute experience. Last week we placed her in a good high school at \$1400.

May we try to help you?

THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. GAYLORD, Mgr.

:::

Larcom Avenue, Beverly, Mass.

DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

This material is counted at a uniform syllable intensity of 1.40. That is, 1.40 syllables are understood to constitute one word. Each section of 20 "words" actually consists of 28 syllables.

The Cranberry Industry on Cape Cod

By Albert J. Gordon

In "America Today"

Turkey and cranberry sauce are the Siamese twins of American dishes. Whether at Thanksgiving or at²⁰ any other time, therefore, when turkey is on the table, there is certain to be some cranberry sauce not far⁴⁰ away.

Most of the cranberries eaten in this country come from one state, Massachusetts, and most of the⁶⁰ Massachusetts berries are grown within the narrow limits of Cape Cod. The culture of the cranberry is almost⁸⁰ confined to the United States.

Because the cranberry is a highly seasonal product, and because such a vast¹⁰⁰ supply comes from such a small area, Cape Cod in mid-September boasts the busiest 10,000 acres in¹²⁰ the country. As long as there is light each day, the level stretches of bog are alive with workers of all ages,¹⁴⁰ racing to beat the frost, deadliest enemy of the cranberry.

The rush, commercial as it is, takes place in¹⁶⁰ scenes of remarkable beauty. Smooth as deserts, but tinted like mountains at sunset, the bogs extend in unbroken¹⁸⁰ expanse for acre upon acre, usually in some natural dell which was once a pond or swamp. With²⁰⁰ a bronze green, fine-textured leafage for undertone, the surfaces of the bogs are covered with colors ranging from²²⁰ crimson to purple, and carmine to rose.

Cranberry harvest time means a holiday on the Cape from all other²⁴⁰ endeavor. Each year, the schools regularly delay their date for opening until the crop is safely under²⁶⁰ cover, so that the pupils may join the army of pickers. Farmers and housewives leave their tasks to take their places²⁸⁰ in the long lines of men and boys, women and girls who advance slowly over the vines on hands and knees. So great is³⁰⁰ the demand for labor, that many factory workers, even, leave their benches and migrate from cities nearby³²⁰ for a week of toil on the bogs.

Different from the harvests on all other cranberry bogs in the state, but most³⁴⁰ picturesque of all, is the annual Cranberry Festival at Gay Head, an Indian community on³⁶⁰ Martha's Vineyard, which is a large island some miles south of the mainland.

The Festival was the outcome of the³⁸⁰ changing of the Indian reservation there into

a town in 1870. The first step was a⁴⁰⁰ division of the lands. But when it came to a division of the magnificent colored cliffs and the⁴²⁰ 150 acres of fine cranberry bogs which stretch between the higher land and the sea, the question arose as⁴⁴⁰ to who should receive these richest portions of the township. It became evident that the fairest way out of the⁴⁶⁰ difficulty was to put the holding of these lands on a joint basis so that every Indian man, woman,⁴⁸⁰ and child would have an equal equity.

The first town meeting elected an agent from among the Indian⁵⁰⁰ residents. His duty each fall is to appoint a cranberry picking day. This day always falls on the first⁵²⁰ Tuesday in October, and is strictly observed; none of the Indians go to the bogs for berries until the word⁵⁴⁰ comes from the agent.

But when the day is announced, straightway the roadways of Gay Head are alive with strange carriages,⁵⁶⁰ all bound in the same direction toward the sea. Horse-drawn hayracks, loaded with dark-skinned women and children, lumbering⁵⁸⁰ oxen yoked to many old-fashioned carts, go on this pilgrimage to the bogs with the stolid men of the tribe,⁶⁰⁰ who walk easily beside their families, as in the old days of the prairie schooner. This cavalcade leaves the⁶²⁰ highway just this side of Chilmark, and takes to the open fields leading over the hills to the slopes that run down to⁶⁴⁰ the bogs and the sea.

Then from morning till night, sometimes in a good year for a period of two weeks and more, the⁶⁶⁰ picking goes on, the whole town gathering cranberries.

The industry on the mainland, of course, is organized on⁶⁸⁰ a much more businesslike basis than this, so much more so, in fact, as to enable Massachusetts to furnish⁷⁰⁰ most of the cranberry crop for the entire United States. The only rival states are New Jersey and Wisconsin,⁷²⁰ the combined outputs of which are less than that of Massachusetts.

Ten thousand barrels a day, during the height⁷⁴⁰ of the season, is a fair average for Cape Cod shipments, a figure which is often exceeded, for the⁷⁶⁰ season's total runs well over 300,000. With about \$10 a barrel as an ordinary price,⁷⁸⁰ the annual value of the product reaches a sum of more than \$3,000,000. The industry has been⁸⁰⁰ growing steadily from year to year, yet there seems to be no danger of overproduction; the whole output⁸²⁰ commands an instant market, whereas if the

frost has caught some of the berries, an actual shortage is felt.

Raising⁹⁴⁰ cranberries is perhaps the most lucrative farming business in Massachusetts, yielding many of the owners⁶⁰⁰ of bogs profits ranging from 30 per cent upward. It is natural to wonder why more farmers do not take⁸⁸⁰ up cranberry growing.

First of all, land which is suited to the culture of berries is not to be found on⁹⁰⁰ every farm, for the requirements for a bog are exacting. Then again, the process of raising cranberries is one⁹²⁰ entirely foreign to the methods which most farmers know.

For those who have gone into the business with determination⁹⁴⁰ to make the most of it, cranberry growing has reaped great rewards. In many a town on the Cape are men⁹⁶⁰ known as "cranberry kings," who in most cases, from a modest start, gradually increased their output yearly⁹⁸⁰ until they now have vast holdings of boglands more valuable than many gold mines.

Intensive growing of the¹⁰⁰⁰ cranberry dates back only about sixty years. The Pilgrims obtained their cranberries merely by gathering the¹⁰²⁰ ripened fruit from the wild cranberry swamps. For many decades this method sufficed, but as the demand for the berries¹⁰⁴⁰ grew, such haphazard means were not productive enough. Gradually, therefore, the farmers began to cultivate¹⁰⁶⁰ the natural bogs and to build artificial ones, adding new refinements in method each year, until now the¹⁰⁸⁰ growth of cranberries, like that of many other farm products, is on a highly scientific basis. (1099)

[This article may be read by any student who has completed the first eight chapters of the Manual.]

Chapter Seven

I Am Work

Who Am I? What Am I? I am the cornerstone of success. I am the mother of genius, the greatest blessing²⁰ of the rich, and the guardian of those considered less fortunate. I am a blessing without which no healthy⁴⁰ person can be happy. I increase surplus and strengthen credit.

I have made the United States what she is today.⁶⁰ I gave her the freedom she enjoys and I am defending her borders and her honor. I built up her⁸⁰ industries, opened her mines and railways, planned her great cities and her skyscrapers.

I am dignified and honorable.¹⁰⁰ I alone can raise men and women from the ranks and maintain them in places of eminence. But I must be¹²⁰ loved for myself before I can bestow my greatest blessing and achieve my greatest ends. Loved, I make life purposeful¹⁴⁰ and fruitful; hated, I will certainly make it miserable.

I am the friend and guide of the worthy youth.¹⁶⁰ If he will love me and reserve enough time for me, I will put all prizes within his reach.

Who Am I? What Am¹⁸⁰ I? I AM WORK. (183)

Gentlemen: Rubber stamps are important items in every office. If you have to hunt through a bunch of stamps²⁰ every time you want to use one, it wastes your time and is hard on your temper, too.

We have patented and put⁴⁰ on the market a new kind of file for rubber stamps, and busy business men say that it is a great timesaver⁶⁰ because it is possible to obtain the stamp needed instantly. It helps to keep your desk orderly too.

The⁸⁰ enclosed bulletin tells you all about our new stamp files. Our representative will be in to see you in a¹⁰⁰ day or two. Sincerely yours, (105)

Chapter Eight

The Spirit of Adventure

Everyone admires men and women with the spirit of daring and conquest. History abounds in stories²⁰ of those who underwent dangers beyond belief in trying to reach the mark they had set for themselves.

It was⁴⁰ evident that nothing could affect the adventurers' decision. The strongest protests were of no avail. Their⁶⁰ friends admonished them to go slowly; told them that it was foolish for them to face needless difficulties, but the⁸⁰ adventurers could not be convinced that their plans were not sound. They wanted to taste the unexplored, regardless of¹⁰⁰ continual advice.

They argued that there was no reason why they should fear the future more than others, since no¹²⁰ one has any advance information about what is coming; that their goal was not unattainable; that they¹⁴⁰ were fully persuaded in their own minds that they could adapt themselves to new and different ways of living, in¹⁶⁰ order to achieve greater things. Why should they hesitate?

So with a fixed purpose they set out, and we have recorded¹⁸⁰ the joys and sorrows of the early settlers of this country, the hair-raising experiences of those who²⁰⁰ later on pushed into the wild prairies and woodlands of the western frontiers.

Not all of this adventurous spirit²²⁰ belongs to the past. There are the present excavations being made in Egypt and in the valleys of the²⁴⁰ Tigris and Euphrates. We recall, too, the explorers who have lost their lives in the Arctic regions. And now we²⁶⁰ have the heroes and heroines of the air.

Do we realize that this same spirit of conquest in a milder²⁸⁰ form is demanded of those who would reach the top in any undertaking? (294)

Chapter Nine

Rubber Heels

Next to character and a good reputation, a new idea, in addition to a liberal amount²⁰ of enthusiasm and repeated effort to develop

it, is no doubt the most valuable thing in⁴⁰ the world today. But it is of relatively little value unless it is capably and permanently⁶⁰ worked out. This often means a considerable length of time and a genius for hard, persistent work.

Go through the⁸⁰ records and you will find numerous men in every walk of life working year after year laying the foundation¹⁰⁰ for a great industry with no applause, no encouragement, and no recognition coming from the world.¹²⁰

Frequently the original idea may seem very small as was the case of one conceived by the man who used¹⁴⁰ a rubber mat to lessen the vibration from the machinery while working in a factory. When he was¹⁶⁰ absent from his machine other workmen took his mat and he decided to nail small pieces to his heels. This worked¹⁸⁰ splendidly, and he made similar mats for other workmen. He is now probably the largest manufacturer²⁰⁰ of rubber heels in the world. (205)

Dear Sir: We have your letter in regard to placing money in the bank. We are paying three per cent per annum²⁰ on money deposited with us for a year. If you have several hundred dollars in the bank, this will bring⁴⁰ in a tidy sum for small expenses. We know of one young man in our city who began saving small amounts⁶⁰ a few years ago, and who has now a thousand dollars in our bank. We believe you could do the same within a⁸⁰ few years and find it very useful. Yours truly, (89)

Reading and Transcription Test

Dear Sir: We are sorry we do not have in stock the jar of acid for Model K trickle charger. We have sent²⁰ the order to our factory, asking that they ship you direct.

We hope that this slight delay will not cause you⁴⁰ any serious inconvenience. Yours truly,

Dear Sir: I have neglected writing you concerning the concert⁶⁰ given by your bureau. The concert was more than satisfactory—everybody thought it was one of the best⁸⁰ things of the kind we have ever had.

Part of the complete satisfaction was due to the fact that the young women¹⁰⁰ were so very gracious and seemed to enjoy the audience as much as the audience enjoyed them. I hope that¹²⁰ we may have the same group at some future time.

Thank you for making it possible for us to have such a large¹⁴⁰ audience. Sincerely, (144)

Some of the Brief-Form Drills

From "Dictation for Beginners"

By Edith V. Bisbee

UNIT FIVE—It is far too late in the season to get this matter before the public by the date set for our meeting.

I²⁰ cannot work with you under such plans as these. You must get some other scheme, or I can never help you.

I read something⁴⁰ in the paper about a good system for getting this matter before the public.

I cannot publish such⁶⁰ a thing as this, because the public will never like it.

Mr. Larson has been working in the country, far from⁸⁰ the city, and he cannot give anything to help our cause.

Mr. James Reeves, Lake City, Mississippi.

Dear Sir:¹⁰⁰ I have been here for more than a month checking over the business affairs of the city. This has been part of my¹²⁰ work and I felt bound to get it finished before I could leave. I shall be with you the first of September. Yours truly,¹⁴⁰

Mr. Ray Harris, Ripley, Alabama.

Dear Sir: I have seen Mr. Vance and he says that your work has not¹⁶⁰ been thorough and that if you cannot give more time to our cause he must get a business man to take your place. Please see¹⁸⁰ him and go over the matter with him again. Very truly yours,

Leslie Bates, Hays, South Dakota.

Dear Sir: I²⁰⁰ desire to get as many men as I can to speak at our first meeting in December. It will be a great favor²²⁰ to the cause if you can be there, for all of our people delight to hear from you. Can you be there at that time? Very²⁴⁰ truly yours,

Mr. Ellis Briggs, Chesney, South Dakota.

Dear Sir: With the system under which I am working,²⁶⁰ everything is going very well. If I can have the help of some good man like Mr. Hanson for at least²⁸⁰ three months, everything should be in good shape by May. I think I can have the factory finished by that time, ready³⁰⁰ for your men to go to work. Yours truly,

Mr. Sam Sharp, Dallas, Pennsylvania.

Dear Sir: Are you in favor³²⁰ of the plan about which I asked you when you were here? Most of the people here are in favor of it because³⁴⁰ they think it will make more business for our city. Yours very truly, (352)

UNIT SIX—It is almost time for my first trip to Phoenix.

I beg that you will let me be present at the next business session.²⁰

Dear Sir: I have your letter of February 10. Your goods are still here, but the factory will ship all of⁴⁰ them to you between February 20 and the end of the month. Yours truly,

Dear Sir: Please tell me the name of⁶⁰ the woman you mentioned as a good one to take charge of our sales in your city. Miss Sims is leaving the first of⁸⁰ the month, and before that time I must get another woman to handle the sales. Yours truly,

Dear Sir: The name I¹⁰⁰ gave you is that of Miss Elsie Dix. She is not working at present, and I hear that she is leaving the

city¹²⁰ if she cannot get another place soon. I think you would like her work very much. Yours truly,

Dear Sir: Mrs. Grace¹⁴⁰ Massey is at present editing the woman's page of our evening paper. She asked me this morning to take space¹⁶⁰ for an ad. I cannot give her an ad until I see you. What shall I tell her? Yours truly,

Dear Sir: I have read¹⁸⁰ your letter of January 10 again, and I think there is nothing more to be said about the matter. You²⁰⁰ will please be present at our next meeting, ready to tell what action you plan to take between February 11²²⁰ and February 15. Yours truly,

Dear Sir: I cannot tell you at this time what action I shall take,²⁴⁰ but I have a scheme that I think will work very well. It is almost ready to present, and I shall tell about²⁶⁰ it at the next meeting, as you asked me. Yours truly, (269)

Masters of Arts

From "Cabbages and Kings"

By O. Henry

(Copyright, 1903, by Doubleday, Doran and Company, Inc.)

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(Continued from the October issue)

In the great *patio*³⁴²⁰ of Casa Morena, the president caused to be stretched a huge canvas. Under this White set up his temporary studio.³⁴⁴⁰ For two hours each day the great man sat to him.

White worked faithfully. But, as the work progressed, he³⁴⁶⁰ had seasons of bitter scorn, of infinite self-contempt, of sullen gloom, and sardonic gaiety. Keogh, with³⁴⁸⁰ the patience of a great general, soothed, coaxed, argued—kept him at the picture.

At the end of a month White announced³⁵⁰⁰ that the picture was completed—Jupiter, Washington, angels, clouds, cannon, and all. His face was pale and his mouth³⁵²⁰ drawn straight when he told Keogh. He said the president was much pleased with it. It was to be hung in the National³⁵⁴⁰ Gallery of Statesmen and Heroes. The artist had been requested to return to Casa Morena on the³⁵⁶⁰ following day to receive payment. At the appointed time he left the hotel, silent under his friend's joyful³⁵⁸⁰ talk of their success.

An hour later he walked into the room where Keogh was waiting, threw his hat on the floor, and³⁶⁰⁰ sat upon the table.

"Billy," he said, in strained and laboring tones, "I've a little money out West in a small³⁶²⁰ business that my brother is running. It's what I've been living on while I've been studying art. I'll draw out my share³⁶⁴⁰ and pay you back what you've lost on this scheme."

"Lost!" exclaimed Keogh, jumping up. "Didn't you get paid for the picture?"

"Yes,³⁶⁶⁰ I got paid," said White. "But just now there isn't any picture, and there isn't any pay. If you care to hear about³⁶⁸⁰ it, here are the edifying details. The president and I

were looking at the painting. His secretary³⁷⁰⁰ brought a bank draft on New York for ten thousand dollars and handed it to me. The moment I touched it I went³⁷²⁰ wild. I tore it into little pieces and threw them on the floor. A workman was repainting the pillars inside³⁷⁴⁰ the *patio*. A bucket of his paint happened to be convenient. I picked up his brush and slapped a quart of blue³⁷⁶⁰ paint all over that ten-thousand-dollar nightmare. I bowed, and walked out. The president didn't move or speak. That was³⁷⁸⁰ one time he was taken by surprise. It's tough on you, Billy, but I couldn't help it."

There seemed to be excitement³⁸⁰⁰ in Coralio. Outside there was a confused, rising murmur pierced by high-pitched cries.

"Listen to that!" exclaimed White,³⁸²⁰ bitterly: "I know that much Spanish. They're shouting, 'Down with the traitor!' I heard them before. I felt that they meant me. I³⁸⁴⁰ was a traitor to Art. The picture had to go."

"'Down with the blank fool' would have suited your case better," said Keogh,³⁸⁶⁰ with fiery emphasis. "You tear up ten thousand dollars like an old rag because the way you've spread on five³⁸⁸⁰ dollars' worth of paint hurts your conscience. Next time I pick a side-partner in a scheme the man has to go before a³⁹⁰⁰ notary and swear he never heard the word 'ideal' mentioned."

Keogh strode from the room, white-hot. White paid little³⁹²⁰ attention to his resentment. The scorn of Billy Keogh seemed a trifling thing beside the greater self-scorn³⁹⁴⁰ he had escaped.

In Coralio the excitement waxed. An outburst was imminent. The cause of this demonstration³⁹⁶⁰ of displeasure was the presence in the town of a big, pink-cheeked Englishman, who, it was said, was an agent of³⁹⁸⁰ his government come to clinch the bargain by which the president placed his people in the hands of a foreign power.⁴⁰⁰⁰ It was charged that not only had he given away priceless concessions, but that the public debt was to be⁴⁰²⁰ transferred into the hands of the English, and the customhouses turned over to them as a guarantee. The long-⁴⁰⁴⁰enduring people had determined to make their protest felt.

On that night, in Coralio and in other towns, their⁴⁰⁶⁰ ire found vent. Yelling mobs, mercurial but dangerous, roamed the streets. They overthrew the great bronze statue of the⁴⁰⁸⁰ president that stood in the center of the plaza, and hacked it to shapeless pieces. They tore from public buildings⁴¹⁰⁰ the tablets set there proclaiming the glory of the "Illustrious Liberator." His pictures in the government⁴¹²⁰ office were demolished. The mobs even attacked the Casa Morena, but were driven away by the⁴¹⁴⁰ military, which remained faithful to the executive. All the night terror reigned.

The greatness of Losada was⁴¹⁶⁰ shown by the fact that by noon the next day order was restored, and he was still absolute. He issued proclamations⁴¹⁸⁰ denying positively that any

negotiations of any kind had been entered into with England.⁴²⁰⁰ Sir Stafford Vaughn, the pink-cheeked Englishman, also declared in placards and in public print that his presence there⁴²²⁰ had no international significance. He was a traveller without guile. In fact (so he stated), he had⁴²⁴⁰ not even spoken with the president or been in his presence since his arrival.

During this disturbance, White⁴²⁶⁰ was preparing for his homeward voyage in the steamship that was to sail within two or three days. About noon, Keogh,⁴²⁸⁰ the restless, took his camera out with the hope of speeding the lagging hours. The town was now as quiet as if⁴³⁰⁰ peace had never departed from her perch on the red-tiled roofs.

About the middle of the afternoon, Keogh⁴³²⁰ hurried back to the hotel with something decidedly special in his air. He retired to the little room where he⁴³⁴⁰ developed his pictures. Later on he came out to White on the balcony, with a luminous, grim, predatory⁴³⁶⁰ smile on his face.

"Do you know what that is?" he asked, holding up a 4 x 5 photograph mounted on cardboard.⁴³⁸⁰

"Snapshot of a señorita sitting in the sand—alliteration unintentional," guessed White, lazily.⁴⁴⁰⁰

"Wrong," said Keogh with shining eyes. "It's a slung shot. It's a can of dynamite. It's a gold mine. It's a sight draft on⁴⁴²⁰ your president man for twenty thousand dollars—yes, sir—twenty thousand this time, and no spoiling the picture. No⁴⁴⁴⁰ ethics of art in the way. Art! You with your smelly little tubes! I've got you skinned to death with a kodak. Take a⁴⁴⁶⁰ look at that."

White took the picture in his hand, and gave a long whistle.

"Jove," he exclaimed, "but wouldn't that stir up a⁴⁴⁸⁰ row in town if you let it be seen. How in the world did you get it, Billy?"

"You know that high wall around the⁴⁵⁰⁰ president man's back garden? I was up there trying to get a bird's-eye of the town. I happened to notice a⁴⁵²⁰ chink in the wall where a stone and a lot of plaster had slid out. Thinks I, I'll take a peep through to see how Mr.⁴⁵⁴⁰ President's cabbages are growing. The first thing I saw was him and this Sir Englishman sitting at a little⁴⁵⁶⁰ table about twenty feet away. They had the table all spread over with documents, and they were hobnobbing⁴⁵⁸⁰ over them as thick as two pirates. 'Twas a nice corner of the garden, all private and shady with palms and⁴⁶⁰⁰ orange trees. I knew then was the time for me to make my big hit in Art. So I raised the machine up to the crack, and⁴⁶²⁰ pressed the button. Just as I did so them old boys shook hands on the deal—you see they took that way in the picture."⁴⁶⁴⁰

Keogh put on his coat and hat.

"What are you going to do with it?" asked White.

"Me," said Keogh in a hurt tone, "why, I'm⁴⁶⁶⁰ going to tie a pink ribbon to it and leave it on the what-not, of course. I'm surprised at you. But while I'm out⁴⁶⁸⁰ you just

try to figure out what gingercake potentate would be most likely to want to buy this work of art for⁴⁷⁰⁰ his private collection—just to keep it out of circulation."

The sunset was reddening the tops of the⁴⁷²⁰ cocoanut palms when Billy Keogh came back from Casa Morena. He nodded to the artist's questioning gaze; and⁴⁷⁴⁰ lay down on a cot with his hands under the back of his head.

"I saw him. He paid the money like a little man.⁴⁷⁶⁰ They didn't want to let me in at first. I told 'em it was important. Yes, that president man is on the⁴⁷⁸⁰ plenty-able list. He's got a beautiful business system about the way he uses his brains. All I had to do⁴⁸⁰⁰ was to hold up the photograph so he could see it, and name the price. He just smiled, and walked over to a safe and⁴⁸²⁰ got the cash. Twenty one-thousand-dollar brand-new United States Treasury notes he laid on the table, like I'd⁴⁸⁴⁰ pay out a dollar and a quarter. Fine notes, too—they crackled with a sound like burning the brush off a ten-acre⁴⁸⁶⁰ lot."

"Let's try the feel of one," said White, curiously. "I never saw a thousand-dollar bill." Keogh did not⁴⁸⁸⁰ immediately respond.

"Carry," he said, in an absent-minded way, "You think a heap of your art, don't you?"

"More," said⁴⁹⁰⁰ White, frankly, "than has been for the financial good of myself and my friends."

"I thought you were a fool the other day,"⁴⁹²⁰ went on Keogh, quietly, "and I'm not sure now that you wasn't. But if you was, so am I. I've been in some⁴⁹⁴⁰ funny deals, Carry, but I've always managed to scramble fair, and match my brains and capital against the other⁴⁹⁶⁰ fellow's. But when it comes to—well, when you've got the other fellow cinched, and the screws on him, and he's got to put up—why,⁴⁹⁸⁰ it don't strike me as being a man's game. They've got a name for it, you know; it's—confound you, don't you understand? A⁵⁰⁰⁰ fellow feels—it's something like that blamed art of yours—he—well, I tore that photograph up and laid the pieces on that⁵⁰²⁰ stack of money and shoved the whole business back across the table. 'Excuse me, Mr. Losada,' I said, 'but I⁵⁰⁴⁰ guess I've made a mistake in the price. You get the photo for nothing.' Now, Carry, you get out the pencil, and we'll⁵⁰⁶⁰ do some more figuring. I'd like to save enough out of our capital for you to have some fried sausages in⁵⁰⁸⁰ your joint when you get back to New York." (5086)

(The End)

Curious Clippings

Train Oregon turkeys to be halter led! That's the suggestion of Edward Shearer, poultry raiser, of Salem,²⁰ Oregon.

"If Oregon turkeys continue to grow," he said, "it will soon be necessary to have them⁴⁰ halterbroke and lead them around their stalls like cattle.

"Many of the Oregon Toms are 50 pounds or more. To handle⁶⁰ them is not a job for a weakling." (67)

Traffic lights and boiled eggs seem entirely incongruous, but—City Engineer John T. Hurley was inspecting²⁰ the traffic lights in City Square, Boston, when he noticed that the chef in a nearby one-arm lunch watched the blinkers⁴⁰ at frequent intervals.

Curious, Hurley entered the restaurant and asked the chef if he saw anything wrong⁶⁰ with the lights.

"No," the chef replied. "I'm merely timing my eggs by them. Two complete changes from red to red and your⁸⁰ egg's soft boiled, three and it's medium, four and it's hard-boiled." (90)

* * *

Authority for the following report is Deputy Sheriff Thomas Hanifan of Belchertown,²⁰ Massachusetts. While working in a woodlot he saw a porcupine appear beneath an apple tree and, with its quills⁴⁰ extended, roll over and over until its back was covered with apples. The porcupine, with its load of fruit, then⁶⁰ sauntered off to its den in a nearby ledge. (68)

Transcription Project Letter

Dear Mr. Brown:

A mutual friend of ours, Mr. Smith, of Boston, spoke of you today. He believes you would like²⁰ our little place here and that we—the little place and the Old Guard guests—would like you. Can't you run up for what is left⁴⁰ of the season? You would have five or six days.

The men who come here are mostly old-timers—some have come season after⁶⁰ season for many years. But whether a veteran or a recruit, a man of the right sort finds congenial⁸⁰ companionship, or quiet and solitude, as he wishes. And we know from Mr. Smith how well you would fit into¹⁰⁰ the scheme of life here. The folder shows some pictures of the camp and gives such sordid details as prices and means¹²⁰ of transportation.

This is not a pretentious place in size, price, or atmosphere, but right in front of us is the¹⁴⁰ best bass and pickerel fishing in Northern Maine, and not a half hour ago one of the bunch came in from the south¹⁶⁰ ridge with a buck that looks as if it ought to make 235 pounds.

We'd like to have you here. Can't you fix¹⁸⁰ it?

Very truly,

OLD POINT CAMP

Manager (188)

Hesitation Mistaken for Slow-Handedness

From "The Factors of Shorthand Speed"

By David Wolfe Brown

Late Official Reporter, U. S. House of Representatives

Hesitation is the archenemy of shorthand speed. Thousands of young stenographers, who are longing for a²⁰ "speedy hand," mis-

take the cause of their trouble. Their failure to attain reasonable rapidity is because⁴⁰ the mind, not the hand, works too slowly. He who would learn to write quickly must learn to think quickly. Would-be shorthand⁶⁰ writers, who are wondering why they make no progress, are, in many cases, attempting to carry in their heads more⁸⁰ shorthand than they can get promptly from their heads into their fingers. Two or three times or oftener during every¹⁰⁰ minute, the hand is brought to a standstill, while the young writer hesitatingly decides how a particular¹²⁰ word or phrase should be written. If these deadly pauses, during which the eager hand waits upon the lagging mind, could¹⁴⁰ be overcome—if young stenographers could only write all words as promptly and rapidly as they can write some—¹⁶⁰ how smooth their pathway would be!

Facility of hand, natural or acquired, avails nothing, unless the mind, by¹⁸⁰ prompt conceptions, allows the hand a fair chance to do its work. As the words fall upon the stenographer's ear, there²⁰⁰ should be no appreciable pause between hearing and writing. Shorthand thinking reaches perfection when it is²²⁰ so promptly done as to seem automatic. Prompt thinking of the shorthand enables the hand to move steadily²⁴⁰ and pauselessly. He who has discovered how to write without hesitation has gone far toward discovering²⁶⁰ the "speed secret." (263)

November's Talent "Teaser"

The Echo Spot, by L. M. Cross

An echo gives you back what you send it, with emphasis. We remember an echo place that our boy discovered²⁰ in our walks on summer evenings. He had an idea in that little brain of his that it was the resort of⁴⁰ bogiem and spiteful goblins. He piped out once, we remember, in a loud, shrill, childish voice, "I hate you!" And back⁶⁰ came the answer, in deeper, louder tones, it seemed, "I H-A-T-E Y-O-U!" We suggested to him that he change his manner and⁸⁰ send it a more kindly message, so he cried out "I love you!" And then came back the reassuring words from the echo,¹⁰⁰ "I L-O-V-E Y-O-U!" After that his childish mind had a more affectionate regard for the echo spot and the echo¹²⁰ voice.

This great world of ours is an echo spot. We get back what we give it.

If we sow seeds of hate, distrust and¹⁴⁰ envy in the world's garden, these pestilential weeds will impede our progress on every side.

If we meet the¹⁶⁰ world with sympathetic manner and kindly tone, it greets us in return in the same happy way. If we go with¹⁸⁰ smiling countenance, smiles cheerfully come back to us.

Every point in life has an echo spot. Let us see to²⁰⁰ it from this very hour that we send out messages of cheer and helpfulness. (214)

Business Letters

Real Estate Letters from the Contest Budget

Submitted by Cora Lee Dial, Tulsa, Oklahoma

Mr. Claude Anderson
3411 Sixth Street
Des Moines, Iowa

Dear Mr. Anderson:²⁰

I have your letter requesting information regarding improvements on the so-called "Jackson" farm.

The few⁴⁰ improvements consist of a shack of a house, patched-up chicken yard and pigeon roosts, estimated by the present tenant⁶⁰ at approximately five hundred dollars. I would hate to give him five hundred dollars for all he has out⁸⁰ there, including his machinery, horses, and cows.

The tenant says good well water may be had by drilling from¹⁰⁰ twelve to thirty feet.

Please advise me at once what action I am to take in this matter.

Yours very truly, (119)

Mr. Allan Hicks
Anadarko, Oklahoma

In re: Lot 2, Block 79
Cherokee, Oklahoma²⁰

Dear Mr. Hicks:

Upon receipt of your letter of the 26th instant in⁴⁰ regard to the above matter, I talked with Mr. Jean Grimes, of Grimes & Son, who handle a general real estate⁶⁰ and rental business, and, in my judgment, are thoroughly responsible.

Grimes & Son will look after the rentals⁸⁰ of this apartment on a five per cent basis, and if any improvements or decorations are necessary,¹⁰⁰ they receive five per cent on that for supervising the improvements.

If you decide to turn this property over to Grimes & Son¹²⁰ for handling, I would suggest you write a letter to Grimes & Son, authorizing them to do whatever is¹⁴⁰ necessary in getting possession of the property and taking care of the rentals; in fact, whatever is¹⁶⁰ necessary to put this property on an income basis.

If I can be of further assistance to you¹⁸⁰ in this matter, please advise me.

Very truly yours, (194)

A Damage Suit—III

(Continued from the October issue)

Q Was the lawyer's name William Simpson, your lawyer? A Yes, sir.

Q You claimed you were hurt there? A⁶⁰ Yes, sir.

Q The next one—did you have a case in 1926 in which your lawyer was⁸⁰ Harry Barnes? A Yes, sir.

Q Did you have another case in which you sued your wife?

MR. WILLIAMS: I object⁸⁰ to that.

Q For an accident? A Oh, my wife fell down the stairs, certainly.

Q And she sued you,¹⁰⁰ didn't she? A No. What is she going to sue me for?

Q Who did she sue? A She sued the landlord of¹²⁰ the house that she fell down in.

Q Weren't you the landlord? A No, sir.

Q Weren't you sued—didn't you testify¹⁴⁰ for her? A No, sir.

Q In the case in which she was the defendant? A No, sir.

Q Did you¹⁶⁰ have an accident with a lawyer named Raymond in October, 1927, October 18? A¹⁸⁰ No, sir.

Q Did you ever employ a lawyer named Raymond—I am asking you this question. A No,²⁰⁰ sir.

Q On October 18, 1927, did you have an accident in which you made²²⁰ a claim? A Yes, I was to a hospital. Why shouldn't I make that claim?

Q Did you make the claim? A²⁴⁰ I certainly did.

Q Did you make another one against the Yellow Taxicab Company? A That²⁶⁰ is the one.

Q Did you make another one after that one? A No, sir.

Q August 15,²⁸⁰ 1928, against the Yellow Taxicab Company? A That is the one; I was taken to the³⁰⁰ hospital.

Q How many have you had altogether? A About four.

Q How many times have you³²⁰ been in court on these claims? A Once.

Q Out of the four cases you have been in court— (936)

(To be continued next month)

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I said, "I will go out and look for mine enemies." That day I found no friends. Again I said, "I will go out and²⁰ look for my friends," and that day I found no enemies.—Gertrude R. Lewis. (33)

Short Stories in Shorthand

In Modern Parlance

"Willie," asked the teacher, "what was it Sir Walter Raleigh said when he placed his cloak on the muddy road for the²⁰ beautiful queen to walk over?"

Willie, the ultra-modern, gazed about the classroom in dismay, and then taking a⁴⁰ long chance, replied: "Step on it, kid!" (46)

One Reader, Anyway

Aspiring Poet: Have you received any expression of public opinion on my new volume?

Publisher:²⁰ Well, one man with the same name as yours has asked us to announce that he is not the author.—*Birmingham Express* (39)

First Come Best Served

An old ducky was tending the coats upstairs in the Governor's mansion. He noticed a prominent politician²⁰ tumbling them over, looking under the bed and so on.

"Kin I help you suh?"

"I can't find my new hat; paid ten⁴⁰ dollars for it yesterday."

"Bless you suh. All de new hats bin gone over an hour or mo'." (56)

The Comforts of Home

First Executive: Did you enjoy your vacation?

Second: Yes, but there's nothing like the feel of a good desk under²⁰ your feet again. —*Life*. (24)

No Need for It

"And would you like some horse-radish, madam?" asked the shopman.

"I think not," replied the young wife. "You see, we keep a car."²⁰—*Birmingham Gazette* (24)

Wise Bird!

Test: How do you get down from an elephant?

Answer: You don't. Down grows on geese. (14)



Daily Lesson Plans in Gregg Shorthand

(Continued from page 152)

FOURTH DAY

AIM—(1) To test the knowledge of brief forms of Units 16 and 15. (2) To furnish additional dictation practice. (3) To develop transcription ability.

REVIEW—Have students read back page 4 of their homework several times, until it can be read fluently. This is Par. 139. Dictate it several times and have it read back each time.

TEST MATERIAL—If desired, the teacher may substitute Test on Unit 16 in Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand" for the test suggested here.

(1) Dictate 25 brief forms and phrases from Unit 16; 15 brief forms and phrases from Unit 15 (those on which most students failed in last week's test).

(2) Dictate from Markett's "Word and

Sentence Drills," at 25 words a minute, pages 102 and 103, brief form sentences 1-5. (See directions for marking in September issue.)

NOTE.—Teachers may prefer to give a test on words and brief forms taught during the week and then to use part of the following period for remedial work. If so, the test should be

(1) Twenty-five words and 15 brief forms. (Deduct 3 per cent for each error in shorthand, in transcription, or in spelling.)

(2) Five sentences (from Markett's Drills) containing words and brief forms of Unit 16. (Deduct 3 per cent for each error in transcription or in spelling. Do not deduct for shorthand outlines in this part of the test.)

NOTE.—When pupils are taking a test which is to be transcribed, they should not be marked for shorthand outlines, as their entire attention should be concentrated, not on the correctness of outline, but rather on the matter which is being dictated.

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 75, Pars. 7, 8, 9, 10. (2) Wilson's "Progressive Dictation," pages 45, 46, Pars. 144, 147, 148. (3) Markett's "Word and Sentence Drills," page 103, sentences 6-15.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 15-1, once.	Unit 16, seven times.
2—Words, Units 15-1, once.	Unit 16, five times.
3—Par. 139, three times.	
4—Letters in class, three times.	

FIFTH DAY

AIM—(1) To test the knowledge of Units 16 and 15. (2) To furnish additional dictation practice. (3) To develop transcription.

REVIEW—Brief Forms. Dictate brief forms of Units 16 and 15.

TEST MATERIAL—(1) Dictate 25 words from Unit 16; 15 words from Unit 15. (2) Dictate at 25 words a minute from Bisbee's "Dictation for Beginners," page 77, Par. 11.

NOTE.—If Rollinson Test was used yesterday this time should be devoted to remedial work.

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 76, Pars. 6-10. (2) Wilson's "Progressive Dictation," pages 46-47, Pars. 149, 150. (3) Markett's "Word and Sentence Drills," pages 105-106, four letters.

ASSIGNMENT—

Page 1—Brief forms and phrases, Units 16-1, twice.
2—Words, Units 16-1, once.
3—Par. 139, twice.
4—Letters in class, twice.

(To be continued next month)